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ABSTRACT

This document chronicles the events that took place and materials that were developed to assist the Texas Agricultural Extension Service faculty in its literacy program. Section I on program development includes minutes of the literacy task force and the literacy initiative team that describe how the literacy program was conceived and evolved; a time line and results of a survey of literacy efforts in cooperative extension are provided. Section II presents results of a readability survey of extension publications and materials from an "Unwriting Workshop" on improving writing skills. Section III provides the following materials from some activities for clientele: two literacy awareness presentations; literacy quiz and fact sheet used at the 4-H district conference and Reading Fest activity; and information and forms from a conference for pastors. Section IV, program support for extension personnel, includes the following: a brief on current research; white paper for use with local program planning committees; sample pages from leaflets for use with parents and children; four fact sheets with suggestions for incorporating literacy education into extension programs; two leader training packets; 10 news articles; a Literacy Program Update; a program planning guide; and a model for program planning. Section V lists agencies and organizations with which the literacy program worked. Section VI provides agendas or promotional materials from professional development conferences attended by staff. (YLB)

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ED341792

# Texas Agricultural Extension Service

## Literacy Program Update
## 1991

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Extension Associate - Literacy Education

**Peggy Owens, EdD**
Associate Professor and Extension Specialist for Literacy Education

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College Station, Texas

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# Texas Agricultural Extension Service

## Literacy Update
## 1991

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## Introduction

Texas is faced with a monumental illiteracy problem. Two thirds of the adult population is functionally illiterate due to high drop-out rates from our schools and steady immigration from non-English speaking countries. In order to address this issue, the Texas Agricultural Extension Service initiated a literacy program in January, 1991. This document chronicles the events taken place and the materials developed to assist Extension faculty in each of the 254 counties in Texas. It is our hope that these materials will further serve literacy providers across the nation.

## I. Program Development

Minutes of the literacy task force and the literacy initiative team are included so that the reader is able to determine how the literacy program was conceived and how it evolved. The time line served as the guideline by which components were to be set in place.

At the beginning of the program, a literacy survey was sent to every Cooperative Extension Service in the United States, Puerto Rico, Guam, the Virgin Islands, and Canada. Participants were asked if they had a literacy program, if they would send their literacy materials, and if they were interested in receiving a newsletter dealing with literacy in Cooperative Extension. The chart on page  shows the results of that survey.

Texas Agricultural Extension Service

The Texas A&M University System
College Station 77843

Office of the Director

August 14, 1990

**M E M O R A N D U M**

TO:

| | | |
|---|---|---|
| Linda Sue Barnes | Bonnie McGee | Linda Sullivan |
| Margaret Caldwell | Peggy Owens | Dorthy Taylor |
| Joyce Carlen | Ida Patrick | Judy Warren |
| Teresa Criswell | Susan Quiring | Diana Weise |
| Nancy Fuhrken | Susan Russell | Lynn White |
| Margaret Hale | Don Seaman | Linda Willis |
| Sherry Jeanes | Connie Sheppard, Chair | Dena Wise |
| Mike McCallister | Edna Smith | Kaye Woodward |
| | | Janet Yeates |

SUBJECT: Ad Hoc Task Force on Literacy

I would like for you to serve as the TAEX Ad Hoc Task Force on Literacy, with Connie Sheppard as Chair. The Task Force charge is:

-recommend appropriate roles and responsibilities for Extension regarding literacy, and assist in setting priorities for initiation;

-identify effective ways to share ideas, information and potential with Extension faculty who did not participate in the conference;

-identify opportunities for special pilot projects to increase literacy at the local level, in cooperation with other organizations;

-recommend Extension publications to be adapted for use with literacy programs;

-identify individuals to work with faculty from the Texas Center for Adult Literacy and Learning on adaptation of Extension materials;

-other activities as identified by the Task Force.

We are planning a meeting of the Task Force to be held sometime early in the Fall. Please complete and return the enclosed form to indicate if you will accept appointment to the Task Force and those dates you could, and could not, participate in a Task Force meeting.

The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

I anticipate that we will plan for one full day of meeting, approximately 9 a.m. through 4 p.m. It may be better to set the meeting up for noon one day through noon the next day. We will work that out as we hear from you. Please comment. Travel expenses for the Task Force meeting will be funded through a special account rather than your regular travel account.

Sincerely,

Jennie

Jennie C. Kitching
Assistant Director
for Home Economics

Enclosure
cc: Appropriate Supervisor
Dr. Z. L. Carpenter
Dr. Milo J. Shult
Ms. Meatra Harrison
Dr. Chester Fehlis

AD HOC TASK FORCE ON LITERACY

HILTON CONFERENCE CENTER
MOCKINGBIRD ROOM A-B-C-D
COLLEGE STATION, TEXAS
FRIDAY, OCTOBER 19, 1990

GOAL: Develop overall framework for TAEX initiative in Literacy

OBJECTIVES:

- Define the dimensions of Literacy
- Determine the role of Extension
- Set priorities for initiatives

TENTATIVE AGENDA

9:00 a.m. "Pieces of the Puzzle" ..... Dr. Jennie Kitching
Introductions, interest of group

"Dimensions of Literacy" ..... Connie Sheppard
Group Activity

10:30 a.m. "Learning the Alphabet" ..... Panel Presentation
Speaking the Language

PANEL:

Mr. Gene Allphin, Region 6 Education Service Center, Huntsville
Dr. Don Fairweather, Region 6 Education Service Center, Huntsville
Ms. Margaret Eisenbeck, Training Coordinator, Texas Adult Literacy-Laubach
Ms. Bethany Wilkes, Exec. Director, Literacy Volunteers of American-Brazos Valley
Mr. Lance Springer, Texas Employment Commission, Bryan/College Station
Dr. Don F. Seaman, Adult Literacy and Learning Center, TAMU

"ABE, GED, JTPA, LVA" ..... Dr. Peggy Owens

12:00 Noon Networking Luncheon

1:15 p.m. "Setting Priorities" ..... Connie Sheppard
What can we do as an agency?

2:00 p.m. DOT Groups - Sketching it out

2:45 p.m. DOT Reports
Putting the puzzle together

3:00 p.m. Set meeting date in January

3:15 p.m. ADJOURN

Ad Hoc Task Force on Literacy

Minutes for Meeting held October 19, 1990

The newly formed Extension Ad Hoc Task Force on Literacy convened on Friday, October 19, 1990 at the Hilton Hotel in College Station, Texas. Task force members attending were: Linda Sue Barnes, Margaret Caldwell, Teresa Criswell, Nancy Fuhrken, Sherry Jeanes, Jennie C. Kitching, Bonnie McGee, Peggy Owens, Don Seaman, Connie Sheppard, Edna Smith, Doug Steele, Linda Sullivan, Dorthy Taylor, Judy Warren, Diana Weise, Lynn White, Linda Willis and Kaye Woodward.

Goals of Task Force: Develop overall framework for TAEX initiative in Literacy

Objectives of Meeting:

- Define the dimensions of Literacy
- Determine the role of Extension
- Set priorities for initiatives

Pieces of the Puzzle

Introduction of Task Force Members - Why We Came

The following is a compilation of responses from committee members:

- Concern for the future of our children and our families.
- Where I (or my piece of the puzzle) fit in.
- To learn how literacy can be identified without intimidating clientele.
- "Understand" literacy/illiteracy. How the pieces fit together - What is the Extension "price?"
- Sr. DC Task Force identified Literacy need - want to see how we can make a difference in Texas.
- Exchange professionally.
- Creative techniques for implementation of literacy programs.
- Family Literacy Ideas.
- Workplace literacy ideas for programming materials development.
- Develop a strategy for further incorporation of literacy programs.
- To find out how or what is being thought.
- I hope to gain information and skills to assist me in developing programs to reach the 1890 audience, many of which have low-literacy skills.
- To hear the latest information on Extension's role in the whole program.
- Information.
- Literacy and its relationship to school drop outs.
- To be a resource for those teaching literacy.
- I believe everyone needs to read and be literate for their own self-esteem and personal development. How I can help others learn and love to read.

Group activity - Dimensions of Literacy

The following are responses from the group activity on defining the dimensions of literacy:

- Family literacy, most likely way to break cycle
- Work Force literacy, must be accomplished in the work place.

- Interagency cooperation/collaboration, Extension/TAEX role and scope.
- Accountability, lacking in past - important for the future.
- Literacy is - Basic Skills, reading, writing, math
  Communication skills, language
  Comprehension - Life skills, decision-making, function in society.
- Illiteracy contributes to poor self-esteem, coping skills mask areas of illiteracy
- Involves everyone - as student, volunteer, family, economic
- Extremely diverse topic/issue - Language/English skills; High school equivalency on-going process; Understand/interpret what you read; Speed of reading with comprehension; how memory works; way people learn; reading and following instructions; public communication to block/reinforce literacy

Parameters of Literacy - responses

- Family Literacy
- Worksite
- Youth/preschool
- Expose children to reading at home
- Prison Literacy, opportunity for visual/visible impact
- How do you function in the community? - driving a car, taking medicine properly
- Acceptance is important
- Our society has moved to a more literate level
- The impact of television
- Basic Level - recognize the work that others are doing, so that we can build on the work that others are doing.
- This was the goal of the Literacy in Community Conference.
- Helping identify barriers to using literacy resources (library/programs) in our community.
- Identifying others volunteer as overloading current volunteers -
- Using visual/other teaching resources to keep people have successful learning experience - develop "can learn" self-image.

Avoid statewide expectation for Extension agents to recruit volunteers.

Learning the Alphabet: Panel Discussion Overview

Gene Allphin: Adult Continuing Education Cooperative. Serves 15 counties, 12,000 sq. miles. All service centers do not have adult cooperatives.

Don Fairweather: Director of Region VI. 62 cooperatives in the state, distributed a list of adult education program offered by Region VI, funded by federal and state grant. Adult Basic Education, grades 0-8. GED, ESL, AFDC, etc... Would like referrals directed to their sites. Main focus is in the school system. Suggested we team with them to teach parenting skills. Contact school superintendent for coop coordinator in the county.

Bethany Wilkes: Literacy Volunteers of America - nationally certifies volunteers as literacy tutors/teachers. Teach the functionally illiterate to read and write. Student age 18 or older and tested to determine reading level. Funded through the community and volunteers used as mentors and to assist in administrative matters. Recruit students through radio, TV and word-of-mouth. Tutor and student adjusts time to fit their schedule, to raise level one grade takes months. Drop outs due mainly to lack of support at home, telephone contact helps to retain students. State office is 1-800-583-6000 to find nearest LVA organization.

Margaret Eisenbeck: Texas Adult Literacy Laubauch. TALL uses volunteers and works on a one to one basis. People come to programs - not because of method used but because they want to learn to read. Students motivated to learn to read in order to get a job, improved job position, read to their children, or read the Bible. Testing methods used to determine reading levels. The teachers are trained by volunteer training teams. Sponsoring agencies or organizations provide funds for travel, lodging and meals.

Lance Springer: Job Training Partnership Act - federally funded. Each region works differently using funds. Contract between Private Industry Councils and local businesses for programs to match people with jobs. Test them to see what they need in order to be employable. Programs for displaced homemakers, dislocated workers and youth to decrease drop out rate. JTPA pays 1/2 salary of on-the-job training participants, educational expenses. Contact regional head PIC to determine how JPTA is administered.

Don Seaman: TCALL, provides a network/listing of organized literacy materials. Its a clearinghouse for information. Produces a quarterly newsletter, directory of Adult Literacy program and funding sources. A Hot line available at the center for those interested in know how materials are use. 578 local coops and agencies working with literacy in Texas.

Setting Priorities: What can we do as an agency?

- Need a unified philosophy from administration. All agents, Ag and others need to be involved.
- Diverse approaches are needed because county needs are different
- Need for literacy information must be perceived by all employees.
- Need a strategic plan for making people award of the problem
- Survey counties to determine what is available, database. What are the current county statistics? What is happening in the school systems?

- Training needed on:
  - Networking with local literacy groups
  - Understanding sources/roots of literacy problems in schools/county - understand "user" needs
  - Extension as a leader in coalition building
  - Leadership is out reach to get people to come to library or to go to people
  - How to recruit volunteers - identify sources of volunteers
  - How to create materials for low literacy audiences???
  - Use posters, pictures, simple information
  - Understand "ownership" issues of literacy organizations

- Look at TAEX publications. Are they user/reader friendly? Write publications at different readability levels.
- Need to understand the diversity of non-literate audiences - their characteristics.
- Get away from low income equate low literacy
- What impact does illiteracy have on Extension programs?
- Extension can be a key referral mechanism.

Where does TAEX Ad Hoc Literacy Task Force go from here?

Strategies/Summary

GOAL: Create an awareness among our co-workers and colleagues and generate support for a literacy initiative.

STRATEGIES: Cooperation/Collaboration

1) Statement of support from director that commitment is necessary.
2) Fact sheet and/or in-house video to DEDs asking support.
3) Relay awareness and cooperation information - (sharing information on district level).
4) Co-workers need to confer and agree to work as a unit.
5) DEDs need to provide feedback to administration.
6) Include EPC in awareness stage.

RESOURCES:

1) Identify existing resources Extension and non-Extension that are proven/tested to work for use with low level readers.
2) Develop resource list.
3) When resources are developed they should be "down to earth" understandable, perhaps culturally appropriate.

LINKAGE ..... COOPERATION .....COLLABORATION

- Directory - GET
- survey - etc. done TCALL
- find out who is doing what
- who will do that?

QUESTIONS AND CONCERNS

- What can Extension offer to a literacy program effort?
- What will be the time commitment at the state and county levels?
- Can we write grants for funding of this initiative?
- Do we best serve as a referral vehicle in the community?
- Need a policy statement
- Should we offer training for volunteers for local councils? (needs assessment - what do you need most)

Next Meeting - Wednesday, January 23, 1990

Assignment: Bring at least one publication to the meeting that you think needs to be written at a lower reading level, for possible use in our literacy effort.

Texas Agricultural Extension Service

The Texas A&M University System
College Station 7784[illegible]

Office of the Director

January 8, 1991

MEMORANDUM

TO: LITERACY -- Peggy Owens, Leader

~~Rhonda Brinkmann -- Consumer Sciences~~
Sue Brown -- District Extension Director
Margaret Hale -- District Extension Director
Elaine Houston -- District Extension Director
Frederica Seaman -- District Extension Director
Judy Warren -- Family Sciences
Doug Steele -- 4-H
Dorthy Taylor -- Family Sciences
Lynn White -- Family Sciences
Linda Willis -- Home Economics, Prairie View
**Jennie Kitching -- Administrative Advisor**

During our November Faculty Conference you were given an opportunity to indicate the initiative team on which you would like to participate. As we said at that time, not all individuals would be given their first choice, but we would do our best to ensure that each of you would have an opportunity to work in areas of greatest interest to you.

Since that time, the Department Heads, Associate Department Heads, Extension Programs Leaders, and Administrative Staff have reviewed your requests and have developed the membership lists for the Initiative Teams. The members of your team are shown in the address list for this memo and Peggy Owens will serve as your team leader.

The purpose of the initiative team is to be creative in the development of interdisciplinary program materials to support county programs and the initiative at regional and state levels. The first task for your team is to develop a concise, crisp white paper which delineates the thrust of the initiative. Earlier we had hoped to have these completed in January, 1991. However, with the delay in the appointment of teams, we have extended the deadline to February 28. We will ask that you provide opportunities for your administrative advisor to review drafts of the paper so that we can distribute them to county faculty on or before March 8, 1991.

These teams are not "staff conference assignments." We look to you and your colleagues for leadership and vision to ensure that we are able to address the needs of clientele quickly and effectively. It may be that the initiative you are working on will change or even be completed during the next four-year programming cycle. That flexibility is what we hope will make the issue-based programming process dynamic.

Not all members of the faculty have been assigned to initiative teams. This is not a reflection on their capabilities but rather an attempt to keep these teams at a size to ensure optimum efficiency. It is our intent for you and your team leader to call on other members of the faculty for assistance and input whenever their particular expertise can make a strong contribution.



The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

We have great opportunities to make the issue-based programming process a greater success than it has ever been. You are helping Texas to remain the leader in this exciting and innovative educational process. I appreciate your hard work and look forward to strong contributions from you and your team members.

Milo J. Shult

Milo J. Shult
Associate Director

cc: Agricultural Executive Committee
Administrative Staff
Program and Staff Development
Appropriate Supervisors

TAEX Ad Hoc Task Force on Literacy

January 23, 1991 9:30 a.m. - 4:00 p.m.

Airport Hilton - Austin

AGENDA

| | |
|---|---|
| 9:30 - 9:45 a.m. | Introductions/Overview of the Day<br>Peggy Owens |
| 9:45 - 10:00 a.m. | TAEX Commitment to Literacy<br>Jennie C. Kitching |
| 10:00 - 10:15 a.m. | Texas Extension Homemakers Association<br>State Initiative - Literacy<br>Threasa Leatherman |
| 10:15 - 10:30 a.m. | Family Literacy Report<br>Connie Sheppard |
| 10:30 - 11:45 a.m. | Overview of Subcommittees Responsibilities<br>Peggy Owens<br>Subcommittees- Publications Review - Edna Smith, Chair<br>Materials and Resources - Peggy Owens, Chair<br>TAEX Internal Communications - Bonnie McGee, Chair |
| Noon | Lunch |
| 1:00 - 2:00 p.m. | Speaker: Martha Alworth, Project Manager<br>Texas Literacy Council, Austin<br>Writing to Reach Low Literacy Audiences |
| 2:00 - 2:15 p.m. | Networking with the Texas Education Agency |
| | Speaker: Dr. Deborah Stedman |
| 2:15 - 2:30 p.m. | Questions |
| 2:30 - 3:30 p.m. | Break |
| 3:30 p.m. | Committee Work continues |
| 3:45 p.m. | Committee Reports |
| | Summary and Adjourn |



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FEB 27 1991 

**Texas Agricultural Extension Service**

The Texas A&M University System

202 Special Services Building
College Station, TX 77843-2141
(409) 845-1953 FAX 845-6496

February 26, 1991

MEMORANDUM TO: Ad Hoc Task Force on Literacy

| | | |
|---|---|---|
| Linda Sue Barnes | Bonnie McGee | Doug Steele |
| Margaret Caldwell | Ida Patrick | Linda Sullivan |
| Joyce Carlen | Susan Quiring | Dorthy Taylor |
| Teresa Criswell | Susan Russell | Judy Warren |
| Nancy Fuhrken | Connie Sheppard | Diana Weise |
| Margaret Hale | Edna Smith | Lynn White |
| Sherry Jeanes | Kaye Woodward | Linda Willis |
| Sue Brown | Threasa Leatherman | Dena Wise |
| Sylvia Cuellar | Pat Bandleman | Elaine Houston |
| Jennie C. Kitching | Frederica Seaman | Fred Shult |

FROM: Peggy Owens Program Leader for Consumer Sciences

SUBJECT: Ad Hoc Task Force on Literacy - Minutes of January 23, 1991
Date for next meeting - April 30, 1991

Enclosed please find the minutes from the Ad Hoc on Literacy Committee meeting held on January 23, 1991. Thank you to those of you who served as recorders for the meeting. Your notes really helped to make the minutes more complete.

Thank you also to the three subcommittee chair, for agreeing to serve. I appreciate your support.

A third meeting of the task force is scheduled for Tuesday, April 30, 1991 from 9:30 a.m. to 4:00 p.m. in College Station. We have confirmed the conference room at the Texas Center for Adult Literacy and Learning at the Riverside Campus, Texas A&M University. Jacque Denyer, Director of the Center will speak to us and give a tour of the center. An agenda and reminder will be sent to you in the near future.

Thank you for your participation and support of this important initiative. I look forward to seeing you April 30, 1991

PO:jd

cc: Jennie C. Kitching



*Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.*

The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

TAEX AD HOC TASK FORCE ON LITERACY

Minutes of January 23, 1991

The TAEX ad hoc Task Force on Literacy met on January 23, 1991 at the Airport Hilton in Austin. The meeting was brought to order by Peggy Owens. She provided introductions and an overview of the day's activities.

**Dr. Jennie C. Kitching,** Assistant Director for Home Economics discussed Extension's commitment to Literacy. Her comments are summarized below:

Administrative efforts:

Literacy has been identified as one of the initiatives through LREP. Issues are:
- Economic viability
- Environment
- Health and Well-being
- Life Quality
- Youth Development
- Water Quality and Conservation

The Extension System has a commitment to literacy.

Extension Associate created for literacy leadership. Seeking additional funds as well.

TEHA has identified literacy as a focus point for the next 3 - 5 years.

Expertise is supporting, encouraging, .... to recruit volunteers and set up organizational efforts to promote literacy programs. Grants available.

What literacy is and why Extension is involved is a part of the Task Force's responsibility.

Collaboration is our strength.

**Threasa Leatherman,** member of the Texas Extension Homemakers Association, discussed the Associations' state initiative plans to address literacy. Threasas' comments are summarized below:

Board members have been looking for special issue to gain name recognition for TEHA and provide community service, help others.

Decided on Literacy Workshop presented at State Mtg. - awareness stage

It was suggested that a 3 day camp setting for literacy training, similar to FCL will provide the "bonding" needed to get membership excited and active in this initiative.

4-H Center - plan 3 day session Extension Homemakers trained as literacy tutors

Need money to help pay for it - grand/funding, room/board. Possibly writing grants to provide training.

Idea is to send volunteers and EH members. They will leave workshop being trained Literacy tutors. Possibly train in more than one method (LVA, LaBauch).

Literacy the Problem, EH the Solution

Need to find out who is certified as trained volunteers already in counties. About $75 per person to receive training - some sponsorship.

Extension Homemakers have made a commitment to conduct workshop

Need help in marketing to get clientele.

Community Resources Book to know where to get help

It is important to make literacy all right to talk about and participate in. Many different roles - child care, resource materials, train tutors.

**Connie Sheppard,** County Extension agent in Gonzales reported on her participation in a Family literacy workshop held at the National Center for Family Literacy in Kentucky. Summary of discussion follows:

Attended National Center for Family Literacy in Kentucky.

Workshop focused on parents and teenagers - (kids and adults to learn together)

Sharon Darling, Project Director in Kentucky, shared interaction with participants. Week-long training on teaching. Evaluation and social skills are taught.

Gonzales school district looking for funding (permission - but no money).

Information available from NCFL

Many adult principles can be used with children

Problems resulting from learning to read:
more jobs needed more social agencies to deal with problems

3/5 of mothers receiving AFDC do not have a high school diploma

Will try to get Center to come to Texas A&I to work with "family reading and writing"

Hope Gonzales County will serve as a model for Extension (Kitching)

ENP - 22,000 homemakers with low literacy (L. White) - literacy could be an excellent next experience

Must look into development readiness (Kitching)

Reading awareness activities - in malls, school, celebrity readers.

A futuristic look was also talked about. What is going to happen to communities when everyone learns to read?

Develop appropriate materials for young children: encourage them to tell stories/color in coloring books, etc.

Two guest speakers provided insight into literacy efforts at the state level. **Martha Alworth**, project director for the Texas Literacy Council in Austin gave an overview of the mission and direction of the Texas Literacy Council. Her comments are attached.

**Dr. Deborah Stedman**, Texas Education Agency, presented information on how to write to reach low literacy audiences. Dr. Stedman also addressed networking with TEA. Her comments are attached.

Three subcommittees were formed to address:

1. Publications Review
2. Materials and Resources Development
3. TAEX Internal Communications.

The chairs of these subcommittees submitted summary reports. These reports are attached.

The meeting was adjourned at 3:30 p.m.

Next meeting is scheduled for April 30, 1991 in College Station,

Ad Hoc Literacy Task Force
January 23, 1991
Austin, Texas

TEXAS LITERACY COUNCIL, AUSTIN
Speaker: Martha Alworth, Project Director

(3 people on council)

Funded by JPTA, 80% funding goes to training. (This has excluded workplace literacy because of funding source.)

TLC Resource Guide funded by A&M - call Gene Storm at TCALL office or 1-800-441 READ for a copy.

Texas Department of Commerce Strategic Plan begins the notebook. It tells why literacy council was needed to present to legislature. House Bill 1880 created literacy council.

State agencies are networking. Resistance was found with folks on local level who are happy to do their own programs and do not want the state telling them what to do.

Directory was created for Literacy Providers. Immediately it is outdated. Help is needed to keep it updated.

Report on the status of Adult Literacy in Texas is found in notebook. Statistics and tables are present for each county. There is a literacy problem in each county.

Guide to Literacy Funding Sources are found in the notebook how to write a grant proposal.

Not in notebook is 5 year plan for Enhancing Literacy in Texas.
Goals for mission:

1. Establish network
2. Enhance workplace literacy
3. Work with probation officials in helping prevent crime (Criminal Justice system). Anyone on probation below 6 grade reading level must participate in literacy program. More work needs to be done in protection of tutors.
   - Mandate for probations with certain schooling/literacy characteristics to go through literacy training.
   - Efforts to use key political/sports figures in literacy volunteer recruitment.

14% of jobs will require less than high school education
1 worker in 5 will be unemployable.

Joyce Carlen asked - 'Have you tried getting funding from industry rather than legislature?'

The council is trying matching funds. Motorola is doing some funding but not enough to provide the need.

Problems are: giving hours of training on job, giving hours after work, giving transportation for students

It is not known about illiteracy in the workplace, how much is being done or needs to be done. Don't know what is going to happen with TLC, where it will be housed, government office, TDA etc. Some say it should not be political, there are many questions unanswered. Currently housed in Texas Department Commerce.

Texas Literacy Council has:
- a 17 member board appointed by governor, lieutenant governor and advisory group of 9 state agencies.
- Identified fragmentation among Human Service System.
- On local level there is a lot of turfism.
- One partner in literacy must be a local literacy program & a partner to get funding

TLC goal:
1) increase number tutor/tutor trainers in Texas
2) coordinate training opportunities
3) assessment of outcomes
4) identify gaps and duplications
Revise Resource Guide - identified 600 groups in Texas
Need to validate at local level - County Extension Offices may be involved in this

Resource Guide:
- Section on literacy Demographics: populations/program/projections.
100 counties have no "literacy effort" in place.
- Section on Funding Sources
- TLC Partnership Grants
- State, federal
- Proposal writing, references

Dr. Kitching asked if Extension agents could start a committee in small counties to coordinate efforts for literacy efforts, coordinate with other counties.

Lynn White suggested FCL, EH members being a catalyst in starting a group.

Computer database is at A&M with literacy information that can be updated. EH members can join local literacy council and network with them.

Co-op people are concerned about having volunteers taken away and therefore taking out money. It can work for each persons benefit.

Discussion about FCL, TEHA, Extension role at county level.

CEA - build coalition - vs. other strategies

Ad Hoc Literacy Task Force
January 23, 1991
Austin, Texas

WRITING TO REACH LOW LITERACY AUDIENCES
NETWORKING WITH THE TEXAS EDUCATION AGENCY
Speaker: Dr. Deborah Stedman

Texas Education Agency background: Adult Education System in the state (for uneducated adults)

Literacy is more than reading and writing - its the total impact of trying to function in society. Variable: age, ethnicity; opportunities to acquire skills, etc. Literacy is the ability to understand, the ability to speak, to listen, and to comprehend.

Adult Education System:

Works with individual who 1) did not go to school; 2) went to school and failed; 3) childhood disabilities; 4)culturally distinct (limited English proficient) (immigrants who did not have training in their native language, etc)

Distributed a map which identified the Adult Education Cooperative System. The state is broken down into regions so that everyone is covered with some kind of a program, using community resources. The Fiscal agent is the administrator for the designated areas. All the areas work with the audiences identified in the previous paragraph.

All the teachers are certified but not necessarily in the speaker area of teaching and there is a strong emphasis on teacher training to help them be most effective in adapting their styles to best meet the needs of the students. Interactive teaching style is effective. Functional life skills are what needs to be integrated into the Basic Adult Literacy program. This is where Extension fits in.

Therefore resources in the community are essential.

We need to find out which materials are needed in the communities and them pilot study them.

Ask the question -- Is the material out there, a quality product, or is there a need for better material?

The material used needs to be meaningful.

San Antonio Project XX is working on materials for people with education level 0-4.

Programs for other areas of literacy is going on across the state..

Current materials are available to borrow and review at Riverside Campus, Bryan-College Station.

Topics for consideration:

- Consumerism is definitely an area to consider citizenship, there is already a lot of material.

Suggested cooperative effort could be with TAEX where we have the subject matter and can have the material piloted and used to compliment both agencies' goals. Look not only at what is in the community, but how will it is done. Often treats content in too elementary a level (insulting).

TEA has some money for "capacity building projects" - ] development is currently underway at (20) Howard College. Secondary education curriculum development (TEA), English deficiency adult education curriculum (A&I); Resource Center (A&M)

Lot of material available in job area -- consumerism is an area more information could be developed. Health also has been treated in a simplistic way. Citizenship has been adequately covered. Need to identify community resources. Need to give information and apply it to everyday situations. Legal rights, how not to get ripped off,.... are needed area.

Assessment of literacy is forthcoming ('92-'93). This will look at functioning level of literacy vs. grade completed of schooling.

"News for You" is a newspaper for limited reading skills level - a subscription basis.

Writing to reach low literacy audiences

Before you begin writing, need to understand the audience. This group of individuals have a low self-esteem, but do have a many experiences. Need to be able to see a direct connection between what they read and their everyday reality. Field test before using.

Basic factors affecting readability: (not suggesting use of "formulas")

Vocabulary

- don't count syllables only - consider the "load" of a word and its complexity
- use it consistently
- don't let vocabulary complexity drive your writing - use a complex word if its integral
- word list extracted from adults would be helpful.
  Kucera-Francis list (everyday words)
  Adell Mitzell (analyzed instructional material
  "Computational Analysis of Everyday English"

Sentence length (more important than vocabulary)
Write as simply as possible (not simplistic)

Paragraph length - should be relatively short and contain a single thought.

Page length - limited

Document length - limited

Illustration - helps reinforce text (line drawing, chart, graph, photo). This helps in a problems solving content.

Spacing of lines - space in between lines is very important, especially for the "new" reader.

Size of type should be considered - i.e. 14 pt.

Avoid technical terms, slang, cliches (sp), unusual type faces

If doing a series, use same format

Content should lend itself to discussion

Photographs - charts, graphs. Illustrations can help reader to understand the topic.

Encourage the use of language skills. The more writing encourages, the more valuable the material.

Have content that levels itself to discussion, that provokes thought.

Paid staff and volunteers need to work together, share and learn from each other.

Peer assisted learning is valuable.

TAEX Internal Communications Subcommittee - Bonnie McGee, Chair

**Worksheet**

Subcommittee:
Pat Boadelman; Kila Lackey; Doug Steele; Teresa Criswell;
not present: Susan Russell

**Purpose/Objectives:** **To educate and inform TAEX faculty through bulletins, fact sheets or other print media, about literacy in Texas**

**Determine types of information needed by TAEX faculty about literacy:**

* Letters from the Director
  - philosophy for Extension; factsheet on literacy (facts from resource guide); reference or copy of "Dimensions of Literacy - Research Review".
* "Dimensions of Literacy- Research Review" - copy to each Extension faculty/staff.
* Fact sheet on literacy to each issue team, plus examples of "real" success stories.
* Follow-up Extension Homemakers State workshop on literacy (150) with district workshops.
* News releases on literacy sent on a regular basis to staff.
* Highlight literacy success stories in "Extension Today".
* Video literacy success stories for district/state Extension conferences.

**Strategies for informing TAEX faculty about literacy and efforts of TAEX initiative team/taskforce (i.e. print, or other media):**

Also:

1) 4-H Buddy System (older youth work with younger youth).
2) Incorporate literacy training at team training events like: Leadership Lab and Longhorn Recreation Lab.
3) 4-H Spelling Contest with prizes at the local level.
4) With the information shared with County Staff, need to include suggestions on network options in the county/community.
5) During "National Literacy Week" Extension Homemakers could have a recognition component for literacy volunteers.

**Questions/concerns:**

How does this committee relate to the Literacy Initiative Team?

Publications Review Subcommittee - Edna Smith, Chair

Worksheet

Purpose Objective: To review existing TAEX publications and make recommendations for revisions for use by low literacy audiences.

To develop guidelines for writing to low literacy audiences

To (other objectives)

Strategies for reviewing existing TAEX publications:

Possible survey:

(1) Solicit suggestions from county staffers on which publications are particularly useful to these audiences; also which ones are requested most often.
(2) At the same time, inquire if there are subjects not covered by existing publications.
(3) Consider fewer reprints, but make more revisions.

Strategies for the development of guidelines for writing to low literacy audiences:

Use the guidelines presented by Dr. Steadman: simplify vocabulary; observe sentence and paragraph length; check page length and line spacing; use illustrations when possible.

Prepare written guide for specialists to use when preparing manuscripts.

Suggest to authors that they read books such as Elements of Style and other writing guides; recommended viewing of video on Unwriting.

Re-write some of the frequently requested materials at a lower level.

Strategies for informing TAEX about writing guidelines (dissemination):

Prepare an actual guide about writing guidelines (committee approach?).

Obtain self-study videos on writing for low literacy groups.

Add discussion questions or applications at the end of factual information materials.

Consider basic story-answer approach in presenting materials which might be difficult to grasp.

Concerns and Questions:

Materials and Resources Subcommittee - Peggy Owens, Chair

Worksheet

Purpose/Objectives:

To review existing TAEX materials and resources available that are most appropriate to low literacy audiences.

To develop a means of informing Extension agents and other agencies/organizations about the availability of materials and networks.

To work with other agencies/organizations in the dissemination of literacy materials

Strategies for compiling existing materials

- Guidelines for working/networking with other agencies/organizations. Collaboration, coordination, partnership utilizing PCL.
- Identify TAEX materials that has already been written that would be appropriate for low literacy audiences. Select a few to revise and field test their useability.
- How to access county agent/Marketing TAEX
- Explore ENP materials to counties. Get a copy of Margaret Hale's materials. Access to copy flip charts. What will it cost?

Strategies for informing CEAs and other agencies/organizations about available materials/programs

- Develop a list of what's available and then a means that says contact your CEA so CEA will know who accesses materials. Talk with distribution at Riverside campus for means of tracking
- Identify those TAEX materials that have already been written appropriate to low literacy audience.

  Parenting
  Health
  Consumerism

  Family nutrition video's are in every county

- 4-H project curriculum materials in Reading "At Risk"

## AD-HOC TASK FORCE ON LITERACY

Texas Center for Literacy & Learning (TCALL)
Texas A&M Riverside Campus
Tuesday, April 30, 1991

### TENTATIVE AGENDA

| | |
|---|---|
| 9:00 a.m. - 9:15 a.m. | Welcome, Greetings |
| 9:15 a.m. - 9:30 a.m. | Committee Recommendations Update |
| 9:30 a.m. - 10:00 a.m. | Description of TCALL & Tour<br>Jacque Denyer, Director |
| 10:00 a.m. - 11:00 a.m. | Building Coalitions (group work) |
| 11:00 a.m. - 11:15 a.m. | BREAK |
| 11:15 a.m. - 12:00 p.m. | Discuss time line, White Paper |
| 12:00 p.m. - 1:30 p.m. | Lunch |
| 1:30 p.m. - 2:45 p.m. | Unwriting Workshop |
| 2:45 p.m. - 3:00 p.m. | Wrap Up |
| 3:00 p.m. | Adjourn |

# DISCUSSION QUESTIONS
# FOR
# "BUILDING COALITIONS"
# AT
# AD-HOC TASK FORCE ON LITERACY

## "REACHING THE HARDEST-TO-SERVE" PARTNERSHIP

You are a mixed group of literacy educators, job-training specialists, and business and civic leaders in Rural County, TX. You would like to form a partnership aimed at expanding literacy services so that they reach the previously "hardest-to-serve" communities in the county.

Your group's members have only limited experience and knowledge vis-a-vis the issue of "reaching the hardest-to-serve." You also have never worked together as a team before.

To prepare yourselves to form a collaborative effort around this new issue of "reaching the hardest-to-serve," please answer the following questions:

1. What do you need to know about how to organize and sustain a "partnership" (i.e., a collaborative effort involving a number of institutions and individuals)?

2. What do you need to know about the topic of "reaching the hardest-to-serve with literacy services"?

3. What would be your first steps to get your partnership going?

Be prepared to present your answers to the other conference participants. You have 30 minutes to prepare your answers.

Texas Agricultural Extension Service
The Texas A&M University System
Literacy Program
205 Special Services Bldg
College Station, TX 77843-2141

Literacy Initiative Team Meeting
November 5, 1991
Minutes

The meeting was brought to order by Peggy Owens. Those in attendance: Sue Brown, Sylvia Cuellar, Peggy Owens, Edna Smith, and Doug Steele.

Sue Brown asked if any interim courses will be offered this winter break. One course will be offered by AGED:
AGED 641 Transfer of Technology by Institutions
January 2-18 Scoates Hall Rm. 101
Dr. Chris Townsend

Peggy Owens and Sylvia Cuellar listed accomplishments of the literacy program:

1 A Literacy Program Guide disk copy has been distributed to counties, a paper copy will follow.

2 Unwriting workshops have been conducted at Prairie View and District 14. As a result of the District 14 program, Sue Brown reported that the "Step Program" will be "unwritten" for two audiences, a low level (2-3rd grade), and a functional level (5-6th grade).

3 Family Literacy and Youth Literacy fact sheets were sent to District Extension Directors.

4 A Readability study of Extension materials revealed that specialists are writing from the 5th to 19th grade level, and half of the materials are difficult to read due to high use of passive voice. Edna Smith said that she would like for Ag Comm to unwrite "Painting Your Wood Exterior House" and produce an animation/video for it.

5 Extension Homemakers are slow in encouraging literacy tutors. Perhaps we need to tap into neighborhood helpers who would feel comfortable working with preliterates. Shirley Neil, an Extension Homemaker, is forming a literacy coalition. We need to contact her.

6 Peggy Owens and Sylvia Cuéllar presented a literacy workshop during the Town and Country Church Conference on the TAMU campus. Sue Brown asked that we contact the Hispanic Baptist minister who attended to see if he would be interested in presenting at the South Texas Family Literacy Conference.



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The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

Sue Brown discussed the South Texas Family Literacy Conference to be held on the Texas A&I University Campus on February 28-29, 1992. A model (below) was explained by Sue. Sue asked that we send her information on a building coalitions videotape available from TCALL.

Family Literacy -- A Community Effort
Model

K-2
primary target

Adult Basic Education
Laubach Literacy
Family Community Leadership

early childhood
Head Start
Nurseries
Day care
Clover Kids
Plant Pals

Parenting Education
WIC
school
mentors

LOGO

Intergenerational
churches
ladies auxiliaries

Youth
school
4-H
church
YMCA
business apprenticeship

Doug Steele discussed Project Olé in Harris County. It will run for three years and has the strong backing of the principal and superintendent of the Houston ISD.

Peggy Owens expressed the desire to call together a task force to help Sylvia Cuéllar develop a family literacy model for Texas. Possible members might include:

Pat de Hesus from Texas A&I University
Pepsico/IBM family learning center in San Antonio and Corpus Christi
Coca Cola Foundation
Even Start grantee in San Antonio
Judy Beavers, Sandy Kunkel, Ernie Edmundson
Peggy Shafer, College Station ISD Head Start
Texas Literacy Council
Jacque Denyer, TCALL
Sue Brown
Migrant Ed Program at Region 4 Education Service Center

Respectfully submitted,

Sylvia Cuéllar

| LITERACY EDUCATION TASK | Timeline Literacy Education | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1991 | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC | 1992 | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP |
| White Paper - Draft, Reviewed, Submitted | | Q | | | | | | | | | | | | | | | | | | | | |
| Bench Mark Literacy Data | | | X | X | | | | | | | | | | X | X | | | | | | | |
| Philosophy Statement - Dir. Newsletter | | | Q | Q | | | | | | | | | | | | | | | | | | |
| Materials Development - [See Below**] | | | X | X | X | X | X | X | X | X | X | X | | X | | | | | | | | |
| Ad Hoc Committee Meetings | | | | X | | | | X | | | X | | | | | | | | | | | |
| Network with Agencies/Organizations | | | | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X |
| Program Guide/Update | | | | | | X | | | | | | | | | | | X | | | | | |
| Materials Implementation | | | | | | | | | | | | | | X | X | X | X | X | X | | | |
| Project Home Safe Publications - Readability | | | | X | X | | | | | | | | | | | | | | | | | |
| Family Literacy Project | | | X | X | X | X | X | X | X | X | | | | | | | | | | | | |
| Extension Homemakers Support | | | | X | | | | X | X | | | | | X | | | | | | | | |
| NCNB Proposal/Materials Development | | | | X | X | | | | | | | | | X | X | | | | | | | |
| AHEA Mini Grant (Deadline??) | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter Articles | | | | X | | | | X | | | | X | | | | | X | | | | X | |
| Literacy Bullets - Update | | | Q | X | | | | | | | | | | | | X | X | | | | | |
| Workplace Literacy Awareness | | | | | | | | | X | X | X | X | | X | | | | | | | | |
| Initiative Team Conferences | | X | | X | | X | | X | | X | | X | | | X | | | | | | | |

Materials Development **

- 4-H Leader Guide Materials (Reading project)
- Guidelines for how to organize a literacy program
- Publications identification/revisions for readability
- EH Lap Setter project
- NCNB financial materials (Nancy)
- Workplace Literacy
- Leader Training Packet

# Texas Agricultural Extension Service

Literacy Efforts in Cooperative Extension

| State | Literacy Program | Sent Materials | Wants Newsletter |
|---|---|---|---|
| Alabama | talking stage | no | yes |
| California | yes 4-H | no | no comment |
| Colorado | no | no | yes |
| Florida | no comment | no | no comment |
| Georgia | no | no | yes |
| Hawaii | yes | yes | yes |
| Idaho | no | no | yes |
| Louisiana | yes | yes | yes |
| Maryland | no, but interested | no | yes |
| Michigan | yes | yes | yes |
| Nevada | yes | no | yes |
| New Jersey | no | no | yes |
| North Dakota | talking stage | no | yes |
| Ohio | talking stage | no | yes |
| Puerto Rico | no | no | yes |
| South Carolina | only low-literacy materials | no, but is willing to share | yes |
| Tennessee | yes Extension Homemakers | yes | yes |
| Vermont | talking stage | no | yes |
| Wisconsin | yes | no | yes |
| Washington, DC Extension Service | no comment | no | yes |
| Nova Scotia | no comment | no | yes |
| Ontario - Secretary of State | yes | yes | yes |

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## II. Agent Training

A survey was conducted internally to determine the readability level of TAEX publications. Since one in three adult Texas residents is functionally illiterate, Extension publications written above the fifth grade level cannot be read by one-third of the adult population. Extension publications that were evaluated ranged in reading level from fifth through nineteenth grade level as determined by Grammatik software program. Use of passive voice ranged from zero (easy to read) to seventy-five percent (difficult to read) as determined by the same software program. Participants received notices of the results, an invitation to seek our assistance should they desire to rewrite the publications, notice of an "unwriting" videotape available to them, and a checklist to follow for writing to low-literacy audiences.

The "Unwriting Workshop" consisted of an interactive videotape presentation form Oregon State University Extension Service. After viewing the tape and completing the exercises, participants were asked to "unwrite" samples of TAEX publications that had been run through the Grammatik readability program. Our favorite, Cockroaches... Recognition and Control, is included -- before and after versions.

Texas Agricultural Extension Service
The Texas A&M University System
205F Special Services Bldg.
College Station, TX 77843-2141
(409) 845-3850 FAX (409) 845-6496

M E M O R A N D U M

TO: Sarah L. Anderson
Extension Program Leader for Family and Consumer Sciences

FROM: Sylvia Cuéllar
Extension Associate - Literacy

DATE: October 25, 1991

SUBJECT: Readability Survey Results (Second Round)

Twenty Extension specialists representing a variety of Extension programs received a letter from Peggy Owens and me asking them to submit not more than five of their publications for an assessment of the readability level. Twelve specialists from the areas of Human Nutrition, Rural Sociology, Management, Meats, Wood Products, Staff Development, Family and Consumer Sciences, Horticulture, Plant Pathology and Microbiology, and Fisheries, responded. The results are summarized in the table on the following page.

Readability Grade Level The grade levels listed in this column are approximate indicators--not absolutes. It has been determined that one in three adult Texans is functionally illiterate (reading below the fifth grade level). Therefore, TAEX materials written beyond the fifth grade level cannot be read by one-third of the adults in Texas. If we want our publications to reach this population, we must revise them to a lower reading level.

Amount of Material in the Passive Voice Material written in the active voice is easier to read than material written in the passive voice. It is also more interesting to read. The percentage given in this column signifies the amount of material written in the passive voice. The ease of reading for this percentage is given in parentheses. Those materials indicating a high use of passive voice may need to be revised.

All participants of this survey received a memo informing them of the results of the reading assessments on their materials and an invitation to request our assistance should they desire to simplify/modify their publications. They also received a checklist for writing to low-literacy audiences, suggested readings, and information on an "unwriting" video presentation available from the literacy program.

cc: Peggy S. Owens
Jennie C. Kitching
Milo J. Shult



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The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

TAEX Publication Readability Survey

| Publication | Readability Grade Level | Amount of Material in the Passive Voice |
|---|---|---|
| Young and Pregnant | 5-7 | not determined |
| There's No Place Like Home for Sex Education | 12-16 | 16% (difficult to read |
| District 10 4-H Newsletter | 9-10 | 15% (reasonable range) |
| The Horse Bowl | 10-11 | 28% (difficult) |
| Texas - Child Passenger Protection Laws | 10-12 | 12% (reasonable) |
| Precious Cargo | 6-10 | None (easy) |
| Know Your ABC's: Always Buckle up in Cars for Safety | 10-12 | 30% (difficult) |
| Ammoniation of Aflatoxin-Contaminated Corn | 10-13 | 23% (difficult) |
| Texas Citrus Orchard Spraying | 10-11 | 14% (reasonable) |
| Texas Farm and Ranch Fatalities - 1989 | 10-12 | 36% (difficult) |
| Farm & Ranch Safety Newsletter | 8-10 | None (easy) |
| Hay Handling Systems | 6-10 | 30% (difficult) |
| Landscape Water Conservation... Xeriscape | 10-12 | 12% (reasonable) |
| Don't Bag It | 10-11 | 10% (reasonable) |
| Keeping Seafood Safe at Home | 10-11 | 20% (difficult) |
| The Seafood and Health Connection | 10 | 10% (reasonable) |
| The Opulent Oyster | 8-10 | 9% (reasonable) |
| Freezing Fish and Shellfish | 8-10 | 17% (difficult) |
| Cooking the Crab Catch | 8-10 | None (easy) |
| Managing Insect & Mite Pests of Sorghum | 10-12 | 15% (reasonable) |
| Using Pesticides: Commercial Applicator Manual | 10-11 | 16% (difficult) |
| Management of Cotton Insects | 10-14 | 35% (difficult) |
| Drywood Termites | 10-11 | 28% (difficult) |
| Cockroaches...Recognition & Control | 10-11 | 21% (difficult) |

TAEX Publication Readability Survey
(Second Round)

| Publication | Readability Grade Level | Amt of Material in the Passive Voice |
|---|---|---|
| Come Learn with me...Expanded Nutrition | 6-10 | none (easy) |
| ENP Expanded Nutrition Program in Texas | 6-10 | none (easy) |
| Eating Right is Basic 2: Nutrition We Need | 5 | none (easy) |
| Community Ministry in Town & Country Setting | 18 | 50% (difficult) |
| Discovering the Uniqueness of Rural Ministry | 10 | none (easy) |
| Memo to: Participants in the RSSE Pgm. | 10 | 50% (difficult) |
| Blueprint for Action | 12 | none (easy) |
| Continuing Professional Education | 17 | 75% (difficult) |
| Superletter, January 1987 | 8-10 | 23% (difficult) |
| Trainer Agent Topics, Vol 2, No 4 | 16 | none (easy) |
| Farm & Ranch Safety Newsletter | 8-10 | None (easy) |
| Child Care: A Family Day Home Care Provider-Child Development and Guideline (Section I, Part 1) | 12 | 25% (difficult) |
| Child Care... (Section I, Part 2) | 7-10 | none (easy) |
| Child Care... (Section I, Part 3) | 9-10 | none (easy) |
| Child Care... (Section I, Part 4) | 9-10 | 6% (reasonable) |
| Child Care... (Section I, Part 5) | 8-10 | none (easy) |
| Child Care... (Section II, Part 1) | 12 | 8% (reasonable) |
| Child Care... (Section II, Part 2) | 8-10 | none (easy) |
| Child Care... (Section II, Part 3 | 10 | none (easy) |
| Child Care... (Section II, Part 4 | 11 | 20% (difficult) |
| Child Care... (Section III, Part 1 | 8-10 | none (easy) |
| Child Care... (Section III, Part 2 | 9-10 | none (easy) |
| Child Care... (Section III, Part 3 | 8-10 | 10% (reasonable) |
| Child Care... (Section IV, Part 1) | 8-10 | 7% (reasonable) |
| Child Care... (Section IV, Part 2) | 8-10 | none (easy) |
| Child Care... (Section IV, Part 3) | 7-10 | none (easy) |

| | | |
|---|---|---|
| Weed Management section of Vegetable Production Guide | 10 | 28% (difficult) |
| Red Drum: Biology and Life History | 13 | 33% (difficult) |
| Red Drum: Site Selection and Pond Construction | 10 | 8% (reasonable) |
| Red Drum: Brood Stock and Hatchery Production | 9-10 | 33% (difficult) |
| Red Drum: Production of Fingerlings and Stockers | 13 | 50% (difficult) |
| Avian Predators: Frightening Techniques... | 14 | 16% (difficult) |
| Avian Predators on Southern Aquaculture | 12 | 25% (difficult) |
| Credit--Borrowing Money | 8-10 | 27% (difficult) |
| Credit--When You Apply for Credit | 9-10 | 33% (difficult) |
| Credit--Understanding Credit Costs | 6-10 | 10% (reasonable) |
| Credit--What is Credit? | 6-10 | none (easy) |
| Credit--Deciding When To Use Credit | 8-10 | none (easy) |
| Credit--Buying on the Installment Plan | 10 | 50% (difficult) |
| Harvest Time 1990 (news article) | 17 | none (easy) |
| Balanced Dairying Economics-Cost and Econ. Feasibility of Dairy Waste Management | 15 | none (easy) |
| Selection of Crop Insurance for Wheat Using an Expert System | 19 | 28% (difficult) |
| Balanced Dairying Economics: Income Tax Management Reminders | 13 | none (easy) |
| WasteFacts: Enviroshopping...Buy Smarter | 10 | 9% (reasonable) |
| WasteFacts: Enviroshopping...The 5 R's | 10 | none (good) |
| WasteFacts: Waste Not...Reduce | 9-10 | 6% (reasonable) |
| WasteFacts: Enviroshopping...Energy Considerations | 12 | 28% (difficult) |
| WasteFacts: Recycling Strategies | 11 | none (good) |
| WasteFacts: Integrated Solid Waste Mgmt | 12 | none (good) |
| 4-H Member Guide - Meat Composition: Meeting Consumers Needs | 9-10 | 23% (difficult) |
| 4-H Leader Guide - Meat Composition: Meeting Consumers Needs | 12 | 41% (difficult) |
| Painting the Exterior Wood of Your Home | 9-10 | 25% (difficult) |

DISTRICT 14 HOME ECONOMICS SCHEDULING
SEPTEMBER 19-20, 1991
GALVESTON
Casa Del Mar, 61st & Seawall

Thursday, September 19

9:45 a.m. - Morning refreshments - juice, coffee, muffins

10:00 a.m. - "Setting Priorities", Preston Sides

12:00 noon - Lunch - cold cuts

1:30 p.m. - "Literacy Unwriting", Sylvia Cuellar

3:30 p.m. - Break

4:00 p.m. - H.E. Association Meeting

5:00 - 7:30 p.m. - Free Time

7:30 p.m. - Dutch Treat Dinner as a group - Hill Pier 19

9:30 p.m. - Feel Good Activities - bunco, etc.
(Kathy Singleton in charge)

Friday, September 20

7:30 a.m. - Water Aerobics (optional), Linda Sullivan

8:30 a.m. - Breakfast (Georgia in charge)

9:00 a.m. - Administrative SOS (Sue's Other Stuff) with Sue

9:30 - 10:30 a.m. - "International Trade and Food/Nutrition Impac"
Susan Russell

10:45 - 11:45 a.m. - "National Issues Forum", Joyce Carlen

11:45 - 12:15 p.m. - Summarize

THE

# UNWRITING WORKSHOP

*With Kirby Brumfield as Mark Twain*

A how-to videotape and workbook
produced by the
Oregon State University Extension Service.

OREGON STATE UNIVERSITY EXTENSION SERVICE



Let Mark Twain help you improve your writing. He calls it *unwriting* in this 14-minute videotape and accompanying workbook.

- *Unwriting* means you read what you've written and change or delete words.
- *Unwriting* clarifies and simplifies. It makes your writing quicker to read and easier to understand.
- *Unwriting* applies to many kinds of writing—letters, reports, grant proposals, news stories, newsletters, etc.

*The Unwriting Workshop* is useful to anyone who writes anything for others to read. Designed for writers and non-writers, secretaries and administrators, students and academics, this fun and informative video and workbook may be used in a group setting, or by individuals working alone. It takes about an hour.

Exercises in the workbook are typical of writing that employees of Cooperative Extension do. The workbook is not copyrighted. Any business, group, or organization using *The Unwriting Workshop* is welcome to photocopy and use the workbook. Or, if Extension exercises aren't appropriate for them, they may use the workbook as a pattern to write their own exercises.

The generic videotape is copyrighted and may not be duplicated without permission of the Oregon State University Department of Agricultural Communications.

Written by Joyce Patterson, OSU Extension communication specialist, *The Unwriting Workshop* features Kirby Brumfield as Mark Twain, humorist and lecturer.

## How to order

*The Unwriting Workshop* is available in VHS format. Cost is $34.50 ($30 plus $4.50 shipping and handling). Send check or money order payable to Oregon State University:

Publications Orders
Agricultural Communications
Oregon State University
Administrative Services A422
Corvallis OR 97331-2119
Or call (503) 737-2513

Send me _____ copies of VTP 003, *The Unwriting Workshop.*

Total $_____ sent with order.

Name _____

Address _____

_____

City _____ State _____

Zip _____

## Cockroaches... Recognition and Control

Cockroaches rank high on the homeowner's list of insect problems. Their presence in the home is objectionable and implies uncleanliness. Cockroaches contaminate food with excrement and salivary secretions and leave an unpleasant odor. They also carry disease organisms, although their role in transmitting disease to man is unknown.

Cockroaches develop by gradual metamorphosis through three life stages: egg, nymph and adult. Adult females produce small, bean-like capsules or oothecae which contain eggs. The female usually drops or glues the capsules to some surface soon after they are formed. The female German cockroach carries the capsule protruding from her body until the eggs are ready to hatch. Nymphs which hatch from the eggs and emerge from the oothecae resemble adult cockroaches, except that they are smaller and do not have fully-developed wings. Their flattened bodies and long, spiny legs enable them to run rapidly and to squeeze into crevices and other hiding places.

File Statistics F1=Help

Document Summary for: C:\WP51\TEXT\ROACH Problems detected: 9

| Readability Statistics | Interpretation |
|---|---|
| Grade level: 10 (Flesch-Kincaid) | Preferred level for most readers. |
| Reading ease score: 50 (Flesch) | This represents 6 to 10 years of schooling. |
| Passive voice: 20% | Writing may be difficult to read or ambiguous for this writing style. |
| Avg. sentence length: 15.2 words | Most readers could easily understand sentences of this length. |
| Avg. word length: 1.67 syllables | Most readers could understand the vocabulary used in this document, based on syllables per word. |
| Avg. paragraph length: 5.0 sentences | Most readers could easily follow paragraphs of this length. |

C - Check another file Q - Quit

**Cockroaches are dirty and nasty. They leave droppings and spit in food. They also carry disease. They are able to run fast and hide in tiny places.**

File Statistics F1=Help

Document Summary for: C:\WP51\TEXT\ROACH2 Problems detected: 0

| Readability Statistics | Interpretation |
|---|---|
| Grade level: 4 (Flesch-Kincaid) | Easy for most readers. |
| Reading ease score: 78 (Flesch) | This represents 6 to 10 years of schooling. |
| Passive voice: 0% | The amount of passive voice is within a reasonable range for this writing style. |
| Avg. sentence length: 6.7 words | May indicate choppiness or lack of sentence variation. Try varying sentence length. |
| Avg. word length: 1.44 syllables | Most readers could understand the vocabulary used in this document, based on syllables per word. |
| Avg. paragraph length: 4.0 sentences | Most readers could easily follow paragraphs of this length. |

C - Check another file Q - Quit

TAEX LITERACY PROGRAM
Writing to Reach Low Literacy Audiences
Checklist for "Unwriting"

_____ Use simple, everyday words when possible. Avoid technical terms, slang, and cliches.

_____ Don't use unnecessary words. Look especially for redundancies, that is, using two words when one will do. Also avoid unnecessary use of words as a, an, the, that, very, interesting, and as a matter of fact.

_____ Avoid using verbs as nouns. Look for nouns ending in ance, ence, ancy, ency, ing, ion, tion.

_____ Change most passive verbs to active verbs. Look for forms of to be (is, am, was, were, are) or the phrase by someone or by something.

_____ Write short sentences. Vary the length, aiming for an average of 16 to 20 words per sentence.

_____ Write short paragraphs that contain a single thought. Vary the length, aiming for no more than four or five lines of typewriter type.

_____ Limit page length as well as document length.

_____ Provide illustrations to help reinforce text. Make line drawings, charts, graphs, and photos as simple as possible to convey the message.

_____ Allow ample spacing of lines. Shorter line length is more readable--with good spacing (leading) in between lines.

_____ Use a type size of 11 to 14 points. Avoid unusual type faces.

_____ If doing a series, use the same format throughout.

_____ Write so that the content fosters discussion. Include suggestions for discussion questions.

Suggested Reading:

Strunk, W. Jr., & White, E. B. (1979). The elements of style. New York: Macmillan Publishing Co. Inc.

Copperud, R. H. (1967). A dictionary of style and usage. New York: Hawthorne Books.

Zinsser, W. (1980). On writing well. New York: Harper and Row.

(Adapted from The Unwriting Workshop video & manual, by J. E. Patterson, available from the TAEX Literacy Program. Call Peggy Owens or Sylvia Cuéllar for details.)

JUN 12 1991

COOPERATIVE EXTENSION PROGRAM — Prairie View A&M University
Prairie View, Texas 77446-2867

June 6, 1991

Ms. Sylvia Cuellar
Extension Associate
205 F Special Services Bldg.
Texas A&M University
College Station, TX 77843-2141

Dear Sylvia:

Thanks so much for agreeing to conduct the Unwriting Workshop for our staff on Tuesday, June 18 at 10:30 a.m.

Approximately 15 - 17 persons will attend the workshop. You can come to the New Classroom Building, Room 147 (my office) prior to the workshop so that I can escort you to the meeting room.

I'm enclosing some of our specialists' publications for your use.

Again, thank you, and we're looking forward to your presentation.

Sincerely,

Gloria J. Mosby

Gloria J. Mosby
Communications Specialist

GJM

Enclosures

cc: Mr. Hoover Carden
Mr. Benny L. Lockett

JUL 0 2 1991

COOPERATIVE EXTENSION PROGRAM — Prairie View A&M University
Prairie View, Texas 77446-2867

July 1, 1991

Ms. Sylvia Cuellar
Extension Associate
205 F Special Services Bldg.
Texas A&M University
College Station, TX 77843-2141

Dear Sylvia:

Our staff really appreciated the Unwriting Workshop that you conducted on June 18. It was very informative as well as humorous, and we learned a lot.

The opportunity to analyze the staff's publications on the GRAMMATIKS software also helped us tremendously.

Thank you so much for taking the time out of your schedule to present the workshop.

Sincerely,

Gloria J. Mosby

Gloria J. Mosby
Communications Specialist

cc: Mr. Benny L. Lockett
Mr. Hoover Carden

## III. Activities for Clientele

Various programs were conducted throughout the state. Prairie View A&M University requested that we present an unwriting workshop for specialists there.

The Texas Extension Homemakers Association selected literacy as one of their initiatives for the year. Two literacy awareness talks were given at two district conferences. The text is provided in this packet. The Extension associate for literacy served as an advisor for the state conference workshop on literacy and designed the literacy packet used at the program.

The literacy program was asked to present at the 4-H district Ambassador conference. For this program, a literacy quiz and factoids sheet were used, and a Reading Fest activity was presented for participants to take home to use as a community service project.

During the Town and Country Church Conference, pastors from around the state learned about the illiteracy problem in Texas, church involvement with literacy programs throughout history, how to form literacy coalitions, and other steps churches can take to help those who cannot read.

# STEP INTO THE FUTURE WITH T E H A

## DISTRICT 9

## HEMPHILL, TEXAS

## APRIL 4, 1991

MESSAGE FROM STATE.....Mrs. Carrol Davig
State Secretary

**BUSINESS MEETING**

-State TEHA 4-H Fund.....Mrs. Ozell Holt

-Invitation to
1992 Training and District
Meetings.....Mrs. Lucille Owens
Shelby County

-Invitation to
1991 District 9 Camp.....Mrs. Adelle Gibbs
Shelby County

-Introduction of Candidates
for District Director.....

DOOR PRIZES

-GRACE.....Mrs. Elsie Belle Lindsay
San Augustine County

11:30-12:45 p.m.....

-LUNCH & ENTERTAINMENT

DELEGATES.....VOTING FOR DISTRICT DIRECTOR



12:45 p.m.
Call to Order.....Mrs. Ozell Hol

Awards Presentation
-4-H Scholarship.....Mrs. Barbara Mucklero
Houston County

-Adult Career Scholarship.....
Mrs. Allegra Hacket
Angelina County

1:00 p.m.
Keynote Addresses.....
-"Illiteracy - A Texas Dilemma".....
Ms. Sylvia Cuella
Extension Associate, Literacy Educatio

-"Extension's Literacy Initiative"....
Dr. Peggy Owe
Extension Specialist, Literacy & Housin

-"Teaching Literacy on the Local Level"...
Mrs. Phyllis Macke
Polk County FCL Voluntee

Questions & Answers

Presentation of 1992-93 District Director...
Mrs. Gladys Knigh
Jasper County

DOOR PRIZES

Credentials Report.....Mrs. Shirley Boeh
Polk County

Announcements..... Mrs. Ozell Hol

2:30 p.m.

ADJOURN

# TEXAS EXTENSION HOMEMAKERS' ASSOCIATION

## DISTRICT 11 SPRING MEETING

***APRIL 16 & 17, 1991***
***CAMP ALLEN***
***WALLER COUNTY***



## *AGENDA*

**8:30 A.M.** ..... **REGISTRATION** ..... **Waller County**

**9:30 A.M.** ..... **CALL TO ORDER** ..... **Grace Glaze**
**District 11 TEHA Director**

**POSTING OF COLORS AND**
**PLEDGE TO THE FLAG** ..... **Waller County VFW, Post 4007**
**James S. Foster, Commander**
**American Legion Boson Post 929**
**L. W. Martin, Commander**

**INSPIRATION** ..... **Eunice Walker**
**Montgomery County**

**TEHA PRAYER** ..... **Nancy Templeton**
**Matagorda County**

**TEHA CREED** ..... **Willie Louise Mentzel**
**Galveston County**

**WELCOME** ..... **Alvena Wenzel**
**Waller County**

**GREETING** ..... **Judge Freddie Zach**
**County Judge, Waller County**

**INTRODUCTION OF GUEST** ..... **Grace Glaze**
**Wharton County**

**INTRODUCTION OF**
**EXTENSION PERSONNEL** ..... **Frederica Seaman**
**District 11 Extension Director**

**ROLL CALL** ..... **Carolyn Simek**
**Fort Bend County**

**LEARNING IS FOR EVERYONE** ..... **Sylvia Cuellar**
**Extension Associate - Literacy**
**College Station, Texas**

**STEP INTO THE FUTURE WITH TEHA** ..... **Betty Billington**
**State TEHA Vice President**

**STRETCHER–BREAK** ..... **Mary Jo Janik**
**Brazoria County**

# Illiteracy: A Texas Dilemma

| Script | Transparency |
|---|---|
| 1. Hello | 1. Illiteracy, a Texas... |
| 2. One out of three adults in Texas is functionally illiterate (3.3 million). Thus, Texas ranks 47th in our nation in adult literacy.<br><br>Two major factors contribute to this statistic -- education, and the influx of non-English-speaking immigrants: | 2. Texas ranks 47th |
| 3. 36% of the adults in Texas have not completed high school (3 1/2 million in 1980).<br><br>18% have not completed 8th grade.<br><br>There are 80,000 dropouts from our public schools each year. | 3. Education |
| 4. Approximately one half of all Hispanics, one third of all Blacks, and one quarter of all Anglos do not complete high school.<br><br>The fastest growing segments of the Texas population in the next 12 to 20 years will be those who have historically had the lowest levels of educational achievement. | 4. Approximately one half... |
| 5. There are 40,000 immigrants admitted to Texas annually as legal residents.<br><br>36% of the foreign born adults in Texas are functionally illiterate and reside in South Texas.<br><br>Most non readers of English are in East Texas.<br><br>34% of the East Texas adult population are non readers of English.<br><br>Over 300,000 legal aliens are eligible | 5. Immigration |

for federally sponsored adult ed classes.

6. There is a high correlation between illiteracy, lack of education, unemployment, low income, public assistance, and crime.

   a) 3/4 of the unemployed are illiterate.

   b) 60% adults with below poverty level incomes are high school dropouts.

   c) Half the adults in poverty cannot read a book at the eighth-grade level.

   d) 180,000 adult recipients of Aid to Families with Dependent Children (AFDC) are eligible for adult education classes.

   e) 85% of the juveniles in our country who go before the courts are illiterate.

   f) 85% of the Texas inmates have not completed high school.

   From a practical point of view, the efforts that will reduce functional illiteracy also carry the economic benefit of reducing unemployment, decreasing poverty, decreasing welfare dependency, and reducing prison populations.

6. There is a high correlation between illiteracy...

7. What do we mean by the term **functional literacy**? Several definitions exist.

   a) Functional literacy was coined by the U. S. Army during World War II. "Capabilities to understand written instruction necessary for conducting basic military functions and tasks... (U. S. Army)."

   b) "The reading, writing, computation, and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals (Penn State University)."

7. Functional Literacy

c) "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his cultural group (William Gray)."

**8. Adult Literacy**

Several federally funded programs exist to help adults in their literacy efforts.

a) Adult Basic Education (ABE)

b) General Education Development (GED)

c) English as a Second Language (ESL)

d) Amnesty Education for Eligible Legalized Aliens

e) Instruction for Homeless and Welfare Recipients

f) Instruction for Institutionalized Adults

Major State Literacy Efforts

a) **Texas Literacy Council** promotes literacy services within the state. Produced the Texas Literacy Resource Guide, established Texas Literacy Hotline.

b) **Literacy Volunteers of America (LVA)** - Texas promotes volunteer literacy programs through tutor training utilizing the whole language approach.

c) **Texas Adult Literacy - Laubach (TALL)** trains volunteer tutors to follow the phonetics designed curriculum.

d) **Texas Center of Adult Literacy and Learning (TCALL)** at Texas A&M Univ. disseminates literacy information, serves as a resource center, and

**8. Adult Literacy**

conducts literacy research.

**9. Family Literacy**

**A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills.**

**Illiteracy is a cycle that repeats itself. Family literacy programs attempt to break the cycle of intergenerational illiteracy.**

Family Literacy Programs

a) Barbara Bush Foundation for Family Literacy

b) National Family Literacy Center in Kentucky

c) in Texas:
Abilene Adult Education Cooperative,
El Paso Community College,
Texas A&I University,
Franklin & Titus Counties through Northeast Texas Community College,
Houston County Library,
SER Jobs for Progress Family Literacy Center in Houston,
San Antonio Adult Education Cooperative,
Bryan ISD,
and Tyler ISD.

d) Gonzalez and Hardin County Extension Offices are currently applying for a grant from the Federal Government to fund a collaborative family literacy project.

**9. Family Literacy**

**10. Workplace Literacy**

Types of programs

a) ABE, GED, ESL programs at the worksite during or off hours

b) Job-related literacy skills improvement such as helping employees learn to

**10. Workplace Literacy**

understand new safety handbooks or technical manuals.

Workplace Literacy Programs in Texas

a) **Houston Lighting and Power Co.** upgrading truck drivers' literacy skills so that they may pass the national licensing exam.

b) **H E B Supermarkets** in San Antonio working with employees who want to go to college

c) **Campbell Soup Co.** in San Antonio

d) Northeast Texas Community College and community businesses

e) Southwest Texas State University

f) Quality Work Force Planning - a partnership established among employers, educators, and training providers in a region to develop a skilled and educated workforce to enhance Texas' economic development and its ability to compete in a global economy.

11 What was satisfactory level of literacy in 1950 probably will be marginal by the year 2000

Today 3 out of 4 jobs require technical training beyond high school.

As the literacy standard increases, the percentage of functionally illiterate workers in our labor force will increase, unless a commitment is made to attack the literacy problem Now.

11. What was a satisfactory...

12. No central pool of resources or strategies exists to support the development of volunteer effort.

In fact, many parts of the state, and the majority of the state's rural areas, have no literacy services at all.

12. Illiteracy, A Texas...

It will take a collaboration of efforts among governmental agencies, volunteers, and industry to tackle this problem.

No single group can solve the problem alone.

# EXTENSION LITERACY INITIATIVE

| SCRIPT | TRANSPARENCIES |
|---|---|
| Given the magnitude of the illiteracy problem in Texas, it is **imperative that a partnership of concerned, involved citizens** in:<br>**business and industry**<br>**education**<br>**local and state government**<br>**volunteer organizations and taxpayer**<br>work together to address illiteracy | #2 Partnership |
| **TAEX has a vital role to play in literacy education** for adults, families, at the workplace, and in helping break down the barriers that prevent many Texans from fully participating and taking advantage of the opportunities open to them. | #3 TAEX Plays a Vital Role |
| The Texas A&M University has made a strong commitment to adult illiteracy through its "Commitment to Education". | #4 TAMU Commitment |
| **TAEX supports that commitment** and certainly is not considered **a newcomer to addressing the issue of illiteracy.** To address the state literacy initiative, **strategies will focus on**:<br>• **community and public awareness**<br>• **building community partnerships**<br>• **networking and collaboration**<br>• **statewide training (for not only TAEX but volunteers, local officials and others concerned about literacy)** | #5 Strategies will focus on.... |
| **PLAN OF ACTION**<br>The overall plan of action to address literacy in Texas has three major components:<br>1) **Literacy Awareness**<br>2) **Programmatic Responses**<br>3) **Program Coordination** | #6 Plan of Action |

SCRIPT | TRANSPARENCIES

**LITERACY AWARENESS**

#7 Literacy Awareness

In order to develop effective programs and to coordinate efforts with others, it is necessary to understand the needs at the local level.

- **Data collection** at the community or county level will determine the level of illiteracy. Baseline data will determine program need, duration and success.

Baseline data will help in the initiation of strategies for informing the community about local illiteracy rates and the programs available (or lack of ) to help combat it.

#7 Baseline data

Literacy awareness information will help interested county Extension faculty develop approaches for organizing local literacy programs

In order to have an effective State initiative on literacy, it is vital that Extension faculty, statewide, is kept informed of current and future literacy trends and needs through appropriate information channels.

#7 Extension faculty keep informed

**PROGRAMMATIC RESPONSES**

#8 Programmatic Responses

Extension is committed over the long term to provide programming that will support literacy efforts, statewide to this endeavor, several strategies have been outlined:

Literacy education begins at home. TAEX plans to develop a **family literacy program model** and conduct demonstration projects in select counties.

#8 Family Literacy

To promote a strong partnership, TAEX will **coordinate programming efforts with the Texas Extension Homemakers Association.** Extension faculty will serve as cooperative instructors and advisors in the Extension Homemaker's efforts.

#8 Coordinate efforts with TEHA

Literacy programming cuts across all subject areas in Extension. **An interdisciplinary effort** will allow Extension faculty to coordinate to determine

#8 Extension faculty coordinate

| SCRIPT | TRANSPARENCIES |
|---|---|

appropriate programming activities and materials for adults, youth and families (i.e. 4-h reading program, lap program for elderly, young children, Master gardeners, farm safety, etc.)

One exciting programming project is the **review of a sampling of TAEX publications to determine readability level,** and provide guidelines for rewriting for low literacy audiences. Response has been great and we have our work cut out for us to meet demands.

#8 Publications Review

#8 Guidelines for rewriting

Another effort is to **identify learning and teaching materials related to TAEX issues and initiatives** that are appropriate for low literacy audience. In some cases these materials will be newly developed or rewritten to lower literacy levels.

#8 Learning and teaching materials

Extension faculty at both state and local levels will **seek opportunities for funding to pilot projects and establish literacy programs** to support efforts in literacy education. Sometimes all that is needed is a little "seed money" to get a program or project started.

#8 .... seek funding

**PROGRAM COORDINATION**

#9 Program Coordination

**Strong linkages with other literacy agencies, organizations and groups are the key to the delivery of literacy programs to clientele**. Forming a community partnership provides a means for clientele referral, expansion of literacy education efforts and the establishment of an effective marketing strategy for program involvement

#9 Community partnership

We realize that no one organization can address this issue alone and have the kind of impact needed.

It is important that networking of partnerships at the local level takes place.

At the state level, TAEX has formed two committees

#9 Two committees

1. **AD HOC TASK FORCE ON LITERACY** made up of Extension faculty at the county, state and administrative levels. Also members are TEHA representatives. This committee determined the state focus of TAEX literacy efforts

Ad Hoc Task Force

| SCRIPT | TRANSPARENCIES |
|---|---|

2. **LITERACY INITIATIVE TEAM** is the state level committee that helps determine the strategies for programming impact. — #9 Initiative Team

Both committees are needed for a checks and balances system.

Literacy is a new initiative for 1991-94 Plan of Work. But literacy is not a new programming effort. **One good example of TAEX working with low literacy audiences is the Expanded Nutrition Program.**

ENP has a long history of reaching low literacy audiences with nutrition and health information. — ENP - long history

Examples of counties efforts in other areas are:

**Brooks County** - The CEA has worked with her literacy task force to form the **Heart's Delight Literacy Council**. Finding the 56% of the county adult population has less than an 11th grade education. The task force visited different literacy programs invited speakers to address the issue and found trainers who would instruct volunteer tutors. The Extension Homemakers covered the cost of the trainers. In Sept 1990, to people were trained. The program currently has 10 students enrolled plus more ont he waiting list. — #10 Brooks County

**Gonzales County** is in the process of forming a **county-wide coalition** to develop **a family literacy program**. THE CEA and representatives of the Gonzales ISD attended two day training session at the National Center for Family Literacy in Kentucky and are now applying for a federal Even Start grant to establish a family literacy program — #10 Gonzales County

In **Harris County**, the CEA established a **literacy Steering Committee** consisting of private literacy groups, colleges, libraries and volunteers. A literacy workshop was held to train volunteer, among which were 4-h ambassadors and advisors — #10 Harris County

**TAEX IS COMMITTED TO IMPROVING LITERACY IN THIS STATE. OUR GOAL MUST BE A LITERACE, WORKING, RESPONSIBLE CITIZENRY IN TEXAS.** — **#11 TAEX Commitment Goal:**

Nonprofit organization
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# THE MESSENGER

Oct.-Nov.-Dec. 1991

Official Publication of Texas Extension Homemakers Association

## Family Life Resources

*by Bobbie Elmore*

Have you begun a literacy program in your club or county? Have you determined what literacy programs are currently operating in your community? If not, why?

Literacy affects all of us. It is a fact that most criminals are illiterate. How many of us know someone who was robbed during the past year? How many of us have had our taxes increased to build prisons? Yes, literacy touches each of us in some way.

At our recent state convention Texas Extension Homemakers adopted a resolution to begin work on the literacy problem in Texas. There are many ways to help. We can begin new literacy programs or join in to help existing programs. Become a tutor to teach an adult who, for some reason, failed to be taught as a child. Be a support person by furnishing transportation, babysitting, furnishing refreshments and by donating new and used books to the appropriate places. We can monitor our children and grandchildren's school by becoming a volunteer. They would welcome someone to become a reading buddy to a child who just needs a little extra help each week to reach their reading potential. We can give books as gifts throughout the year on special occasions. These are simple things that each of us are capable of doing.

Extension Homemakers are dedicated to strengthening families. A person who is illiterate cannot get a good job, so their family suffers. Let's make sure that everyone who wants to learn has the chance to learn in 1992. Let's get to work on this problem now. ***YOU CAN MAKE A DIFFERENCE!***

## "Tutoring-- Now What?" Mini-Workshop

Approximately 186 people attending the mini-workshop, "Tutoring--Now What?" heard Janet White, Executive Director of the Travis County Adult Literacy Council, address ways to strengthen local literacy efforts. Committee members Bobbie Elmore, Velma Tate, Minnie Martinez and Kila Lackey presented ideas that will enable the audience to evaluate local literacy needs, obtain tutors and students, collaborate with other groups for support and fund-raising efforts.

The committee also introduced the audience to the Steck-Vaughn System of tutoring.

After discussing some new resource materials that are available for tutoring programs, the group was challenged to become familiar with and provide these additional teaching resources at the local levels and pursue instruction that will allow them a teaching alternative by adopting the Steck-Vaughn System of tutoring.

The Literacy Initiative Committee is challenging each District Director to convey to their membership the opportunity to have their individual, club, county or district literacy efforts recognized by having same submit in writing to the District Director a nominee in any or all categories, and reasons why nominated, by April 1, 1992. The District Director will submit the nominees to the Literacy Initiative Committee at the May 1992 Board Meeting. The awards will be $25.00 individual, $50.00 club, $75.00 county, $100.00 district, to be used to further their local literacy efforts. A letter will need to be written to the District Director by January 1, 1993, sharing with her how the funds were used, then she will submit the letters to the Literacy Initiative Committee at the January 1993 Board Meeting.

There will be one award for each category from all the letters submitted throughout the state. The winners will be announced at the 1992 State Convention.

BEST COPY AVAILABLE

# THE TEXAS EXTENSION HOMEMAKERS ASSOCIATION

## *RESOLUTION:*

## *Literacy Improvement Action*

WHEREAS, one in three, or 3,000,000 Texans over the age of eighteen are functionally illiterate; and

WHEREAS, the present cost to the State of Texas is $17.12 billion dollars annually in lost revenues through loss of taxes and other revenue; and

WHEREAS, the Texas Extension Homemakers Association introduced the Literacy issue to their membership at the 1990 Convention; and

WHEREAS, the Texas Extension Homemakers Association has set a goal to promote Literacy Awareness and conduct educational activities and informative programs to improve the literacy skills of Texans; therefore be it

RESOLVED, that the Texas Extension Homemakers Association will assist non-readers to develop functional literacy skills to improve their quality of life; and

RESOLVED, that TEHA members will become certified tutors whenever possible and volunteer at elementary, junior and senior high schools whenever possible; and

RESOLVED, that the Texas Extension Homemakers Association will work to provide opportunities for advanced training for TEHA members who are currently certified tutors; and

RESOLVED, that the TEHA members will be encouraged to provide appropriate reading materials for children, the elderly, and non-readers; and

RESOLVED, that TEHA members will be encouraged to donate appropriate old or new books to local libraries, youth or elder centers, and reading programs of their choice; and

RESOLVED, that the Texas Extension Homemakers Association will provide leadership for collaboration with Literacy Councils, alliances, coalitions or Speakers Bureaus to strengthen local and state literacy programs; and

RESOLVED, that the Texas Extension Homemakers Association will sponsor Literacy activities in the local, district or regional area, including book sales, spelling bees, poster contests, tutor training, information at fairs or exhibits, and other appropriate activities; and

RESOLVED, that TEHA members will be encouraged to provide child care or transportation for persons seeking literacy tutoring through their local literacy programs; and

RESOLVED, that during Texas Extension Homemakers Week, members are encouraged to participate in Literacy activities; and

THEREFORE BE IT FURTHER RESOLVED, that the Texas Extension Homemakers Association will dedicate itself as a whole to help eradicate the literacy problem in the State of Texas; and now

BE IT FURTHER RESOLVED, that this resolution be made part of the official minutes as adopted by the Texas Extension Homemakers Association in its annual meeting in Austin, September 10, 1991.

***KILA LACKEY***
**Literacy Committee Chairman**

***BOBBIE ELMORE***
**Member**

***VELMA TATE***
**Member**

***MINNIE MARTINEZ***
**Member**

***DR. JENNIE KITCHING***
**Advisor, Texas Agricultural Extension Service**

## Literacy Initiative Committee Report

**by Kila Lackey, Chr.**

The Literacy Initiative Committee wants to take this opportunity to thank everyone for their support of the committee's recommendations. This is an exciting time for our organization as we become involved in the important project of literacy throughout our State of Texas.

To quote one of the legislators who visited with us during the Legislative Day Luncheon in Austin, "Your organization is one of the best-kept secrets throughout the state." We ask each of you, along with the board, to help the public become informed about how much our organization contributes to the betterment of our state through the many volunteer hours, monetary contributions, and different projects we have supported in the past, and the new project, literacy, we adopted at the State Convention in September.

As we begin our various literacy projects in our local areas, be sure to keep an account of your efforts such as number of hours contributed through tutoring or support of literacy programs; special projects of fund-raisers; number of people donating their time along with the number of people being reached directly and through the media.

Be sure to save newspaper articles, along with their subscriptions numbers, any pictures of students and tutors, and special projects or fund-raisers. If there are donations being made, no matter what size, take pictures of the effort. Finally, record how much you contribute monetarily (don't include hours in this figure), the actual dollars or the value of the donation. Submit all the information to your District Directors. This is a project everyone can participate in whether it is by donating a book or personal involvement.

The limit to the number of opportunities that can be presented to us will be because of the limitations, however great or small, we place on ourselves.

The committee challenges each of you to help the organization change the legislator's statement of being "the best-kept secret" to one of recognition for outstanding service because of our literacy efforts. We are not aware of any other civic organization, of our magnitude, who endorse their total support to this worthy effort. That in itself is something our organization can be very proud.

Be sure to look at the report in this newspaper on the mini-workshop on literacy to find out how to participate in the Literacy Award Program. Good luck!

When you have any programs on literacy, could you please take pictures and send any newspaper articles relating to your program to the chairman of the Literacy Initiative Committee Chairman. Thank you.



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# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/RESOURCES

Extra! Extra!

READ All About It

**Literacy Workshop**
**Austin, Texas**
**September, 1991**

# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/FAMILY RESOURCES

## 1991-1992 Committee

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Extension Associate-Literacy
Texas Agricultural Extension Service
205F Special Services Bldg.
College Station, TX 77843-2141

## Purpose

To assist program leaders in presenting an educational program which will increase participants awareness of (1) illiteracy and existing literacy programs, and (2) how they can best help to solve the problem.

## Program of Work Recommendations

1. Club members become aware of the problems associated with illiteracy and understand how it affects the community.

2. Club members initiate projects which help reduce the illiteracy rate.

3. Club members participate in national Children's Book Day, November 15, by donating a book to their local public library.

# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/FAMILY RESOURCES

## Workshop Agenda

| | |
|---|---|
| 10:00 a.m. | Introductions - Bobbie Elmore, Chairperson |
| 10:10 a.m. | Speaker - Phyllis Mackey<br>Volunteer Literacy Tutor |
| 10:45 a.m. | A Success Story<br>Literacy Program Participant |
| 11:05 a.m. | Literacy Exercise #1 |
| 11:15 a.m. | Literacy Activity #2<br>Mogene Darr,<br>Charlsta Smith,<br>Ona Pritchard |
| 11:35 a.m. | Summary |
| 11:45 a.m. | Adjourn |

# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/FAMILY RESOURCES

## Major Program Concept to be Addressed

1. Awareness of the Illiteracy Problem in the Nation & State
2. Individual and Group Approaches to Addressing the Illiteracy Problem
3. Results and Rewards: Differences Which Can Be Made

## Suggestions for District and/or County Program

1. Have a club member review the problem associated with illiteracy using "Dimension of Illiteracy: A Texas Dilemma" or other resources.
2. Have a speaker from a local literacy coalition speak on what is being done in your area and what needs to be done.
3. Have a speaker from a local literacy council talk about approaches being used to teach reading skill, how volunteers are used and desired qualifications of volunteers.
4. Have a panel discussion with a local literacy council director and two or three program participants that discuss their involvement with the literacy program.
5. Have a representative from the local school system discuss their view of the illiteracy problem and support needed in the school system.

# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/FAMILY RESOURCES

## Suggested Actions for Individuals and/or Groups

1. Organize an Executive Spelling Bee to raise money for your local literacy council. Charge an entry fee ($200) and enlist local businesses to participate.

2. Organize a Book Fair at a local shopping mall. Have someone dressed in a storybook character read to children while parents shop.

3. Organize a Celebrity Read-A-Thon. Enlist local celebrities and dignitaries to go to public libraries or schools to read to the children for an hour.

4. Organize a local initiative to recruit literacy tutors.

5. Organize a local library support group. Raise money to buy books and equipment. Ask your local librarian to speak on needs.

6. Adopt ways to advance the literacy effort by volunteering to become one of the following:

   a. Trained Tutor -- helping individuals learn to read

   b. Reading Buddie -- a program in your local school with below-grade-level Second Grade reading students.

   c. Lap Reading -- to pre-school and kindergarten children using parents, grandparents or other interested person to establish self-esteem and a joy for reading.

   d. Reading Buddies -- a program in your local school with below-grade-level Second Grade reading students.

   e. Pair-Up -- for students in elementary grades who have problems in reading, writing and arithmetic (volunteers on a one to one basis)

   f. Rescue -- to prevent the dropout of high school students needing additional help (mentoring on an individual basis or small group)

   g. Adult Reading and Writing Skills Training - for any age or level of literacy ability including immigrants unable to speak English.

7. Provide transportation for someone who needs tutoring.

8. Provide babysitting.

9. Provide refreshments for tutor training classes.

10. Subscribe to magazines or book clubs for a child in his/her name. Mark special occasions and holidays with the gift of reading.

11. Distribute flyers announcing a Book Fair, Read-A-Thon, Literacy Classes, etc.

12. Donate books, materials, or time to your local literacy council.

# Resources for Program Support

**Parents and Children:**

Parents are the child's first and most influential teacher.

Studies have shown that the literacy levels of children are strongly linked to those of their parents...particularly the mother.

Parents who have books in the home and read to their children have children who are better readers and better students.

When parents are involved in helping their school aged children with their school work, social class drops out as a factor in poor performance.

The home is a place where a complex set of messages are transmitted and these messages dictate the value that will be placed on the education of the child.

Parents who are involved in their children's school have children who are better achievers, have higher cognitive skills, higher achievement test scores, and better attendance.

Parents who do not have basic literacy skills often come from generations of illiteracy and provide the same messages in the home as their parents.

Parents who live in poverty with low literacy skills often do not know basic information about parenting (i.e., child development, child management, strategies for helping their young children succeed in school and develop self-esteem)

# Breaking the Cycle

CHILDREN
The number of children living in poverty is the most rapidly increasing segment of our society. One-fourth of the children who entered first grade in 1988 were living in poverty.

ADULTS
20-30 million adults have serious problems with basic skills: they cannot read, write, calculate, solve problems or communicate well enough to function effectively on the job or in their everyday lives.

Children living in educationally and economically disadvantaged homes often enter school two or more years behind their peers and are two to three times more likely to drop out of school.

Parents who do not have basic literacy skills are far less likely to have reading materials in the home, be involved in their child's education or transmit the value of literacy to their children.

**ILLITERACY AND LITERACY ARE INTERGENERATIONAL**

PARENT AND CHILD
The role of the parent in the educational development of the child is critical.

- Parents are their child's most influential teachers.
- How well a child will achieve in school is heavily influenced by the educational level of the parents in the home,particularly that of the mother.
- Parents who have books in the home and read to their children have children who are good readers and better students.
- Parents who are involved in the school have children who are better achievers, have higher cognitive skills, higher achievement test scores and better attendance.

FAMILY LITERACY
Family literacy programs tie two generations together in a unique educational opportunity where the cycle of low family literacy can be addressed and changed. Education is still the most important variable for escape from poverty and welfare, and education still sets the course for hopes and dreams for individuals and for families.

(Reprinted with permission from the National Center for Family Literacy)

**Adults at Risk:**

One out of every five American workers reads at no more than 8th grade level; one in eight reads at 4th grade level.

Two out of three new entrants to labor force between now and year 2000 will be women.

Three-fifths of mothers receiving AFDC do not have a high school diploma and average reading level of AFDC mothers between ages of 17 and 21 is below 6th grade.

60% of three-year-olds can expect to spend some of their childhood in a single parent home.

Nearly 40% of female single parents have 8th grade or less education.

75% of female heads of households with less than high school diploma are living in poverty.

The skills employers say they need are basic skills in written and spoken English, problem solving, oral communications, ability to work in groups, analytical skills, critical thinking skills.
(National Center for Family Literacy)

**Children at Risk:**

Number of children living in poverty has increased by 50% in the last 15 years.

Nearly 50% of children living in families headed by a person younger than 25 are living in poverty.

In 1988, one-fourth of the 1st graders entered school living in poverty.

Over 50% of children living in poverty enter school two or more years behind their peers.

Children who don't have the basic development skills when they enter school are 3 or 4 times more likely to drop out in later years.

Children learn more rapidly when they initiate the learning and are active participants in the learning. (National Center for Family Literacy)

**World of Work:**

For the first time in history, a majority of all new jobs will require higher education or training as technological change impacts the content and complexity of work.

Only 27% of all new jobs will fall into low-skill categories.

By the year 2000, people with less than a high school education will be able to fill only 14% of all jobs.

The American Society for Training and Development estimates that by 2000, 75% of all employees in the U.S. will need to be retrained. The number of companies that teach remedial basic education will have to double.

Almost all of the new jobs created between now and the year 2000 will be in the service sector rather than in manufacturing.

The vocational choices of boys and girls as well as the choice of college majors by men and women indicates that occupational segregation by sex will continue well into the 21st century, with a probable continuing gap in wages. (National Center for Family Literacy)

**Why Care About Literacy?**

1 in 5 (20%) American adults is functionally illiterate. (U.S. Department of Education)

The high school dropout rate in the United States is 27% - in Japan, the rate is 5% and in the Soviet Union, the rate is 2% (U.S. Department of Education)

75% of unemployed adults have reading or writing difficulties. (Jonathan Kozol, Illiterate America)

The United States ranks 49th among 156 United Nation member countries in its rate if literacy (a drop of 18 places since 1950) (United Nations)

The number of illiterate adults exceeds by 16 million the entire vote cast for the winner in the 1980 presidential election. (Jonathan Kozol, Illiterate America)

13% of all 17 year-olds are functionally illiterate. Among minority youth, the figure is 44%. (National Commission on Excellence in Education)

It is estimated that 15 million adults holding jobs today are functionally illiterate. (Nation's Business magazine)

60% of America's prison inmates are illiterate and 85% of all juvenile offenders have problems reading. (U.S. Department of Education)

51% of illiterate adults live in small towns and suburbs, 41% live in urban areas, and *% live in rural areas. (National Education Association)

40% of illiterate adults are between the ages of 20 to 39, 28% are 40-59, 32% are 60 or older. (U.S. Department of Education)

The average American male, age 18 and over, watches nearly 29.5 hours of TV per week. The average female watches almost 35 hours per week. (A.C. Nielson estimates, 1986)

44% of American adults do not read even one book in the course of a year. (U.S. Department of Education)

Youngsters whose parents are functionally illiterate are twice a likely as their peers to be functionally illiterate. (National Assessment of Educational Progress)

**A Selected List Of Resource Organizations**

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, New York
315/445-8000

Laubach Literacy International
Box 131
Syracuse, New York 13210
315/422-9121

Coalition for Literacy
50 East Huron Street
Chicago, Illinois 60611
800/228-8813

Business Council for Effective Literacy
1221 Avenue of the Americas
New York, New York 10020
212/512-2415

Making America Literate
AARP Fulfillment
P.O. Box 2400
Long Beach, CA 90801

U.S. Dept. of Education
Office of Educational Research and Improvement
555 New Jersey Ave. NW
Washington, DC 20208

Community Alliances for Literacy and Learning
P.O. Box 4004
College of St. Thomas
2114 Summit Ave.
St. Paul, MN 55105

Local Literacy Councils and Community Colleges

**Illiteracy in Texas**

Texas ranks 47th among states in adult literacy.

20% of Texas workers cannot read, write or do simple math. This compares with five percent in Japan.

33% of Texans are functionally illiterate.

The U.S. Department of Labor projects only 14% of future jobs will require less than a high school educational.

100 of Texas' 254 counties have no literacy program at all.

More than 75% of Texas' prison inmates are school dropouts.

It costs $35,000 a year to keep an inmate locked up.

51% of the adults receiving Aid to Families with Dependent Children have not completed high school.

If current performance and dropout statistics are not improved, here is what would happen to 100 children entering kindergarten today in Texas: 18 would drop out before the 8th grade; 27 more would drop out of high school before graduation; of the 55 who graduate, seven would be unable to read or write; in other words, 52 of the original 100 will have less than a high school education. (Source: Unidentified newspaper article, Fall, 1990)

## Suggested Roll Call for Club Meeting:

Name your favorite book.
Name the last book you read.
Who is your favorite author.

## Directions for Curly Worm

D Crochet Hook
Chain 10; 3 single crochet in second chain from hook. 3 single crochets in each chain stitch until starting chain, 5 single crochets, slip stitch tie off.

## Songs (Activity #1)

Sung to the tune of "Row, Row, Row Your Boat"

Read, read, read a book.
Read a book today.
Learn, learn, learn, learn.
Education is the way.

Book, book, read a book.
We hope we all are hooked.
We read the stories word by word.
Don't just picture look!

## Incomprehensible Sentences (Activity #2)

1. A superfluity of culinary experts has a tendency to disarrange the beef extract.
2. Each mass of vapory collection suspended in the firmament has an interior decoration of metallic hue.
3. A canine who expresses his feelings vociferously refrains from using his bicuspids maliciously.
4. A small, one-eyed instrument used at the crucial moment may rescue the square of three.
5. When the humidity attains the bursting point it does so profusely.

# DIMENSIONS OF ILLITERACY: A TEXAS DILEMMA

A Research Review

by

Peggy Robbins Owens, Ed.D.
Program Leader for Consumer Sciences
and Housing Specialist

There is a growing concern about the state of illiteracy in Texas and the nation as a whole. The word illiterate, and related words... literate and literacy denote either absolute or at least easily identifiable behavior. One can either read or not read; one can write or is left with speech only (Robinson, 1990). To be illiterate, in our society, is not simply being unable to read and write. It is a much more complex concept, deeply rooted in both culture and social dynamics.

The study of "literacy" is a relatively new field. Literacy studies explore the role of literacy in social development, the economy, cultural values and the effects on cognitive process (DeCastell, Luke, & Egan, 1986). This paper will focus on the complexities of defining literacy, the scope of literacy nationally and in Texas, types of literacy education programs and implications for Extension initiatives. The purpose of this paper, therefore, is to provide an awareness and better understanding of literacy as it effects individuals, families and the broader community.

## DEFINING LITERACY

### What Is Literacy?

Definitions of literacy vary. According to the Institute for the Study of Adult Literacy at Penn State University, there is no single definition of literacy. The Institute broadly defines literacy as "the reading, writing, computation, and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals" (Sheppard, Woodward, McCallister, 1990).

Other definitions have been written over the past three or four decades in an effort to grasp the complexity of literacy. For example, in 1956, William Gray proposed the following definition: "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his cultural group" (Harman, 1987).

A widely accepted definition was developed in 1962 by UNESCO. It states: "A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and those attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development" (Harman, 1979, Robinson, 1990).

The term "functional" literacy was coined by the United States Army during World War II. It was used to indicate the "capabilities to understand written instruction necessary for conducting basic military functions and tasks.... ". The military analyzed materials utilizing readability formulas, usually expressed in the form of school grade level equivalencies. The desired standard was usually between the eighth and tenth grade levels (Harman, 1987).

In a report prepared by the Ford Foundation in 1979, the following definition of functional literacy was cited.

> "The possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders and members of social, religious, or other associations of their choosing. This includes the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives, the ability to deal positively with demands made on them by society, and the ability to solve the problems they face in their daily lives" (Harman, 1987).

Although the definition of literacy has changed over the past fifty years, it is evident that the focus is currently on the effective or critical application of certain basic skills.

## SCOPE OF LITERACY

### National Statistics

United States illiteracy rates vary. Estimates of the number of "illiterate Americans" range from a low of 23 million to as high as 60 million. (Robinson, 1990). The United States is 49th in literacy level among the 158 countries of the United Nations. The Department of Education reported that 27 million people, approximately one in five Americans, are functionally illiterate and another 45 million people are marginally illiterate (Sheppard, et al., 1990).

According to the Adult Performance Level study conducted by the University of Texas in 1975, there is a strong difference in literacy rates among ethnic groups. Statistics indicate that 56 percent of Hispanics, 47 percent of Blacks, 17 percent of Whites and 70 percent of American Indians are considered functionally illiterate (Northcutt, 1975).

Illiteracy rates are high among high school dropouts. The National Commission on Excellence in Education (1983) reported that 13 percent of all 17 year olds in the United States are functionally illiterate. The dropout rate among minority youth is even more alarming, with 40 percent considered functionally illiterate.

Texas Statistics

Approximately 3.3 million persons in Texas are functionally illiterate, ranking Texas 47th among the states in adult literacy. It is estimated that as many as one out of three adults can not read, write or perform basic skills well enough to produce on the job (Literacy Volunteers of America (LVA) - Texas, 1990).

Thirty-six percent of adults in the state have not completed high school, and 18 percent have not completed the eighth grade. Illiteracy rates are high among high school dropouts, especially among minority youth. Approximately one half of all Hispanics, one third of all Blacks and one quarter of all Anglos do not complete high school (Planning for a Literate Work Force, 1988). Consequently, unemployment rates are high among these groups; 33 percent of Black dropouts, 23 percent of Anglo dropouts and 36 percent of Hispanic dropouts (LVA-Texas, 1990).

Illiteracy rates are high in certain geographic areas of Texas. According to the APL study conducted at the University of Texas in Austin (1975) 36 percent of the population in East Texas are non-readers of English and are considered to be functionally illiterate. In addition, 36 percent of foreign born functionally illiterate persons reside in South Texas (Sheppard, et al., 1990).

## LITERACY PROGRAMS FOR TARGETED AUDIENCES

Just as there are many definitions of literacy, so there are literacy programs. These programs are organized with specific goals for specific audiences. Unfortunately, only about 4 percent of the population in need of literacy education is currently being served. Three specific programs: for adults, families and workplace, will be discussed.

Adult Literacy

Adult education programs are targeted to undereducated adults who may need the program for a variety of reasons. The adult illiterate may have dropped out of school, have a learning disability, need glasses or a hearing aid. He or she may have a physical or emotional disability that hampered learning. The adult illiterate may have had ineffective teachers or simply been unready to learn to read at the time reading instruction began. Whatever the reason, there are programs available to reach these adults (Facts on Illiteracy in America).

A brief overview of programs for undereducated adults outlines the variety of ways literacy education is addressed in Texas.

Adult Basic Education (ABE) - The Adult Basic Education program provides classes in basic skills instruction at the grade 1-8 levels in reading, writing, mathematics, science, social studies and life-coping skills. Federally funded through the Adult Education Act of 1966, each state receives funds for literacy programs at the local level through the Texas Education Agency to one of 62 adult education cooperatives in Texas. These cooperatives operate independently, usually providing services to an area consisting of several counties, or in urban areas, to individual school districts or metropolitan delivery areas.

The ABE program is designed for adults 16 years of age or older who are not currently enrolled in public schools and who have less than 12 years of school (Fairweather, 1990). The Adult Basic Education program can be organized into four levels:

| | |
|---|---|
| Level 1. | Beginning ABE, for adults unable to read, write and compute, grade level 0-5. |
| Level 2. | Beginning English as a Second Language (ESL), for adults with limited or no proficiency in English. |
| Level 3. | Intermediate ABE, for adults with some reading and computation skill competency, grades 6 to 9. |
| Level 4. | Intermediate ESL, for adults with some competency in communicating in English. |

Preparation for the General Education Development Certificate (GED) - Provides classes in GED preparation in grades 7 - 12 level reading, writing, mathematics, science and social studies. Students passing the GED test and acquiring a high school equivalence certificate have the academic prerequisites for vocational education or post-secondary education (Fairweather, 1990).

English as a Second Language - Provides classes in oral and written literacy English language development of non-native English speakers. Primary participants are Spanish-speaking adults who wish to acquire English proficiency (Fairweather, 1990).

Amnesty Education for Eligible Legalized Aliens - Provides beginning to advanced classes in oral and written English. Reading and preparation for citizenship for legalized aliens is also taught. Students are also prepared for GED testing after completing basic language and civics instruction. Amnesty education programs are funded by the State Legislation Impact Assistant Grant (SLIAG) (Fairweather, 1990).

Instruction for Homeless and Welfare Recipients (AFDC) - Classes are provided to homeless and recipients of Aid to Families with Dependent Children (AFDC) through education cooperatives under the direction of the Texas Education Agency. Classes are coordinated with shelters and the Texas Department of Human Services (Fairweather, 1990).

Instruction for Institutionalized Adults - Instruction is provided in a variety of literacy areas for adults in institutional settings including penal institutions and facilities for the handicapped. Adult education cooperative administrators, through the Texas Education Agency, work with state and local governmental agencies to coordinate services for these undereducated adults (Fairweather, 1990).

## Major State Literacy Efforts

Providers of adult education across Texas offer many opportunities for volunteers to participate in adult literacy programs. The Texas Literacy Council, established by the 70th Legislature, coordinates and promotes literacy services within the state. A Texas Literacy Council Hotline is available to direct callers for information about literacy trainings in their area, to provide information on how to begin a literacy program and to share information between programs (Texas Business Week, 1988).

Literacy Volunteers of America - Texas supports its state affiliates and develops volunteer tutor-training programs. Founded in 1962 in Syracuse, New York, Literacy Volunteers of America, Inc. believe that well trained and carefully supported volunteers can be effective tutors of adults. The LVA program is based on whole language development (Texas Business Week, 1988 and Seibles, 1987).

Texas Adult Literacy - Laubauch operates on the premise of training volunteer tutors to provide one-to-one basic literacy and English as a second language instruction to students. Laubauch refers to a specific method of literacy instruction based on phonetics (Texas Business Week, 1988 and Seibles, 1987).

The Texas Center of Adult Literacy and Learning (TCALL), through the College of Education at Texas A&M University, was established to help reduce the problem of adult illiteracy in Texas. The Center has three main purposes: (1) to serve as a clearinghouse to disseminate literacy information, (2) to function as a regional resource centers linking other center in five states and (3) to determine the need for and conduct research collaborating with interested organizations in Texas. TCALL also provides technical assistance to groups, organizations, agencies and businesses concerned with literacy (TCALL, 1990).

Family Literacy

A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills. Illiteracy is a cycle that repeats itself. Family literacy programs attempt to break the cycle of intergenerational illiteracy.

Participants in family literacy programs are parents who lack the basic literacy skills and often lack the positive self concept needed to encourage their children to do well in school. Operating as a learning unit, parent and child come together to share learning experiences and to improve their literacy skills (Family Literacy Programs).

Family literacy programs vary. Each program is individualized to meet the needs of the community and of the participants in the program. Family literary programs require cooperation between both adult and early childhood educators. Participants include single parents, low income parents and parents of children in Head Start and other welfare programs involving the family (Family Literacy Programs).

One strong supporter of family literacy is Barbara Bush. Through the establishment of the Barbara Bush Foundation for Family Literacy, monies and support for family literacy programs are emerging. The foundation's mission is (1) to establish literacy as a value in every family in America; (2) to break the intergenerational cycle of illiteracy and (3) to support the development of family literacy programs.

The Barbara Bush Foundation for Family Literacy has identified six specific tasks:

1. Identify the literacy programs that work.
2. Award grants to establish successful intergenerational literacy efforts.
3. Provide seed money for community planning of interagency family literacy programs.
4. Support training and professional development for teachers.
5. Encourage recognition of volunteers, educators, students and effective programs, and

6. Publish materials that document effective working programs. Barbara Bush strongly believes that the family is the heart of literacy (The Barbara Bush Foundation).

There are relatively few family literacy programs in Texas. Some effort has been made in Abilene through the Adult Education Cooperative, through a special TEA project (Sheppard, et al.,1990). In addition, a Family Literacy English Model program for limited English proficient parents, who have little or no literacy in their native language was developed at Texas A&I University. This project focuses on improving "literacy behavior" including developing parenting skills in the home, to encourage children's school achievement (Seibles, 1990). Another program, offered through the El Paso Community College, focuses on intergenerational family literacy. Family literacy programs require special coordination, but can be effective in responding to the cycle of illiteracy.

Workplace Literacy

The world and the workplace have become increasingly more technologically oriented. The ability to function, be productive and competitive requires a literate workforce. Twenty percent of the Texas workforce lacks the skills to function productively on the job. In 1988, the Texas Department of Commerce estimated that illiteracy cost the state 17.12 billion dollars through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals (Planning for a Literate Work Force, 1988).

Workplace literacy is a term frequently heard but often misunderstood. It has many different meanings. Workplace literacy may refer to a standard adult basic education program, or to an adult literacy program offered at the work site or at a community site. It can also refer to a program in which basic skills needed to do the job, form the basis of the curriculum (Askov, Aderman, Sherow, Hemmelstein & Clark, 1989).

A new terminology "workforce literacy" surfaced in the 1980's. This term denotes the basic skills needed by workers to function effectively in the economy. The term "workforce literacy" includes not only the five basic skills of reading, writing, and communicating in English, and math and problem solving skills, but also the ability to work and learn independently, work cooperatively with others, respond quickly and be flexible in new situations, handle multiple tasks, and decision making skills and the ability to find information (Chisman & Campbell, 1990). For our purposes in this paper, "workplace literacy" will be utilized to outline literacy programs offered at the workplace to address the needs of undereducated adults in the workforce.

Workplace literacy programs can be categorized into three levels. The first level targets the extremely low-level literate worker. Adult literacy programs at this level offer a range of instruction from basic functional survival skills to General Education Development (GED) preparation (Workplace Literacy Programs: A New Business Basic, 1990).

Level two literacy programs target workers with mid-level basic literacy skills. Technical training at this level is of little benefit because of limited skills in reading, math, computer application and study techniques. To improve job performance, this level of worker needs instruction that integrates basic skills instruction with job training.

The third level involves job-specific literacy programs designed to relate to critical job tasks. Job-related literacy programs often help prevent mistakes that affect safety, productivity or promote.

To assess the level of need, a literacy audit is conducted. Literacy audits provide information on the basic skills needed to perform job tasks through observation, analysis of written materials used on the job and interviews with employees and supervisors. Analysis of the literacy audit allows employers to custom design materials and training to their workers needs (The Bottom Line: Basic Skills in the Workplace, 1988).

As strategies and programs are developed to address the needs for a better educated workforce, a number of issues have emerged. These issues focus on availability and types of resources, definition of workforce literacy, curriculum and its content, and evaluation and assessment of the success of the program (Imel, 1989).

Resources - Training programs in the workplace require human, financial and capital resources to operate. There is a concern that scarce resources may result in not reaching the persons in the workforce who need it the most. Resources need to serve both employment-related literacy programs as well as basic skill programs (Workplace Literacy Programs: A New Business Basic, 1990).

Definition - There is some confusion over what the term "workplace literacy" means. Because of the wide range of programs being offered in the workplace, a framework for categorizing programs is needed (Workplace Literacy Programs: A New Business Basic, 1990).

Curriculum - What to teach is another issue. Business and industry are not always sure about the specific skills their employees need, nor how they are to be taught. The focus of the literacy program is another issue. The business community is divided on helping adults learn basic skills or in providing training for job-specific tasks. What is the extent of the obligation by the business community to improve the

literacy of their employees? These questions and issues need to be addressed before an effective program can be implemented (Imel, 1989 and Workplace Literacy Programs: A New business Basic, 1990).

Evaluation and Assessment - Several issues revolve around the perceived conflict between the adult learner and the employer in assessing learner accomplishment and in evaluating the success of the workplace literacy program. A successful workplace literacy program should produce observable results for the employee, while providing information to management to help measure and document program effectiveness (The Bottom Line: Basic Skills in the WorkPlace, 1988 and WorkPlace Literacy Programs: A New Business Basic, 1990).

Illiteracy costs business and industry billions of dollars annually in lost productivity, workplace accidents, absenteeism, poor product quality, frequent turn over and lost management time. To meet the demands of the workplace and the workforce of the future, a cooperative effort is needed between schools, communities and employers to ensure competition and economic development. To remain competitive in the world economy, the private sector must provide both basic literacy skills and job-related skills education in the workplace (The Bottom Line: Basic Skills in the Workplace, 1990).

## IMPLICATIONS FOR EXTENSION INITIATIVES

Texas is 47th among the 50 states in adult literacy. Illiteracy rates are high among our high school dropouts, especially among minority youth. Illiteracy is a cycle that repeats itself in families. And, illiteracy costs business and industry billions of dollars annually in lost profits and productivity. Much needs to be done to improve the literacy ranking of Texas. The Texas Agricultural Extension Service can serve as a community partner to help address literacy at the local and state level.

If Extension is to address a state literacy initiative, the following strategies need to be considered.

1. Community and Public Awareness

   * Collect data to determine the level of illiteracy in the county or community.

   * Initiate a strategy for informing the community about local illiteracy rates and the programs available to help combat it.

2. Community Partnerships

* Organize local and state agencies, volunteer groups and community business people to form a community partnership taskforce to provide a means of referral for clientele, volunteers, and program managers to expand the literacy educational efforts and establish a more effective marketing strategy for program involvement.

* Develop a community directory of literacy programs available and the agencies, organizations, private and public sectors participating.

* Work cooperatively with literacy programs in the county as an adult and family education instructor. Utilize Extension materials as supplemental information in basic skill development instruction.

3. Statewide Training and Networking

* Develop a statewide inservice education program for Extension employees, county government employees, local agencies, volunteer groups, business and industry. This inservice program would provide participants a better understanding of the problems of illiteracy and provide a means of encouraging participants to become more involved in literacy programs in the community.

* Encourage Extension homemaker club members and other Extension clientele to become adult, family or workplace literacy tutors.

* Establish linkages with the adult education cooperatives, local literacy councils or other literacy programs to initiate adult literacy Extension clubs to expand literacy skills in homemaking, management, parenting, nutrition and consumer education issues.

## CONCLUSIONS

Literacy is not only the ability to read and write but the possession of basic skills to function as a productive member of society. These fundamental skills are necessary to participate in the economic, political, social and cultural life of the community. Illiteracy creates barriers to participation. Literacy education for adults, families and at the workplace, help break down the barriers that prevent many Texans from fully participating and taking advantage of the opportunities open to them.

Given the magnitude of the illiteracy problem in Texas, it is imperative that a partnership of concerned, involved citizens in business, industry, education, local and state government, volunteer organizations and taxpayers work together to address illiteracy. The goal must be a literate, working, responsible citizenry in Texas.

## ACKNOWLEDGEMENT

I would like to thank Mrs. Pattie Urbina, President, Literacy Volunteers of America, Brazos Valley and Mrs. Connie Sheppard, County Extension Agent, Gonzales County for their review of this research brief.

# TEXAS EXTENSION HOMEMAKERS ASSOCIATION
# FAMILY LIFE/RESOURCES

**Answers to Incomprehensible Sentences (Activity #2)**

1. A superfluity of culinary experts has a tendency to disarrange the beef extract.
   (Too many cooks spoil the broth.)

2. Each mass of vapory collection suspended in the firmament has an interior decoration of metallic hue.
   (Every cloud has a silver lining.)

3. A canine who expresses his feelings vociferously refrains from using his bicuspids maliciously.
   (A dog's bark is worse than his bite.)

4. A small, one-eyed instrument used at the crucial moment may rescue the square of three.
   (A stitch in time saves nine.)

5. When the humidity attains the bursting point, it does so profusely.
   (When it rains, it pours.)

# Texas Agricultural Extension Service

## ILLITERACY IN TEXAS
## DO YOU KNOW THE FACTS?

Take this simple quiz and find out. Circle the correct answers.

1. The number of functionally illiterate adults in Texas is:

   **2.2 thousand  1.1 million  3.3 million**

2. Texas ranks at the top in the nation in adult literacy.

   **True  False**

3. _____ of the adults in Texas have not completed high school.

   **12%  48%  36%**

4. _____ of all unemployed persons are illiterate.

   **1/2  3/4  1/4**

5. 85% of the juveniles in our country who go before the courts are illiterate.

   **True  False**

6. _____ students drop out of Texas public schools each year.

   **800,000  8,000  80,000**

7. _____ of the Texas inmates have not completed high school.

   **65%  45%  85%**

8. Half of the adults living in poverty cannot read a book written at the 8th grade level.

   **True  False**

9. In 1988, it was estimated that illiteracy cost the state _____ through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals.

   **$11.12 million  $17.12 billion  $15.12 million**

10. It is projected that by the year 2000, 70% of the jobs will require technical training beyond a high school education, and 30% will require a college education.

    **True  False**

Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

# Texas Agricultural Extension Service

## LITERACY FACTOIDS

- ⊗ One out of three adults in Texas is functionally illiterate (3.3 million).
- ⊗ Texas ranks 47th in our nation in adult literacy.
- ⊗ 36% of the adults in Texas have not completed high school.
- ⊗ 18% of the adults in Texas have not completed 8th grade.
- ⊗ There are 80,000 dropouts from our public schools each year.
- ⊗ Approximately one half of all Hispanics, one-third of all Blacks, and one-quarter of all Anglos do not complete high school.
- ⊗ There is a high correlation between illiteracy, lack of education, unemployment, low income, public assistance, and crime:
  - ¾ of all unemployed persons are illiterate.
  - 30% of the adults with below poverty level incomes are high school dropouts.
  - ½ of the adults in poverty cannot read a book at the 8th-grade level.
  - 180,000 adult recipients of Aid to Families with Dependent Children (AFDC) are eligible for adult education classes.
  - 85% of the juveniles in our country who go before the courts are illiterate.
  - 85% of the Texas inmates have not completed high school.
- ⊗ In 1988, the Texas Department of Commerce estimated that illiteracy cost the state 17.12 billion dollars through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals.
- ○ It is projected that by the year 2000, 70% of the jobs will require technical training beyond a high school education, and 30% will require a college education.

Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

**Literacy Initiative**

**Reading Fest**

**4-H Ambassador Program**

**Community Service Project**

Purpose: To promote awareness of the problem of illiteracy in Texas and in the local community by emphasizing the importance and pleasure of reading.

Target Audience: Young children

Objectives: To conduct a reading fest in the community targeted to young children

To emphasize reading as a lifelong activity.

To encourage young children to read for information and pleasure.

To provide community service through the 4-H Ambassadors program in cooperation with local organizations providing literacy services.

## Reading Fest

Definition: An organized activity where volunteer readers bring their favorite children's book along with appropriate props and read to children in a staged area that reflects an appropriate setting conducive to reading. Can be held in a mall, community center, school, or library. Reading Fest can be a one shot activity, a summer program for children or in cooperation with library or literacy program on designated Saturday's during the year.

Guidelines for Organizing a Reading Fest

1. Organize a Reading Fest Task Force. Recruit task force members from 4-H Ambassadors program, local literacy council or organization, library, school district, Extension homemakers and child services organizations and local businesses.

Prepared by Dr. Peggy Owens, Associate Professor and Extension Specialist in Literacy Education, Texas Agricultural Extension Service, The Texas A&M University System, July 1991.

2. Determine date for the event. Select a Reading Fest Chairman.

3. Organize Committees:

A. Facilities/Equipment and Arrangements Committee
B. Volunteer Recruitment Committee
C. Publicity Committee
D. Fund Raising Committee

A. Facilities and Arrangements Committee

This committee secures the place where the Reading Fest will be held. Coordinator for this committee will contact appropriate representative for the facility, determine procedures, rules and regulations for using the facility. Also determine needs such as access to electricity, water and rest room facilities.

Possible sites might be:
- School cafeteria, particularly if there is a raised area or stage.
- Community center activity room.
- Mall with a central area or raised area.
- Library, an area near the children's book section or a cozy corner.

Equipment and Props

Set the stage for a successful Reading Fest by setting up a comfortable overstuffed chair for the volunteer reader and bean bags, cushions or area rugs for the children. Stage could also be set up with a "toy box" full of books, hats or stuffed animals. A back drop could reflect a wall with book jackets or reading posters. These props could be borrowed from local businesses or volunteers who want to support the event.

Set Up and Clean Up

The facilities and arrangement committee is responsible for setting up before the event and cleaning up after the event. Plan time well before starting time to set up chair, cushions, backdrop , props and posters. Allow time after the event is over to clean up and leave facility as it was found.

B. Volunteer Recruitment Committee

This committee is responsible for recruiting volunteers to read during a designated time during the event. It is recommended that volunteer reader be assigned 20 minutes or three readers per hour.

Recruit celebrity readers such as the mayor, local DJ or TV personality, Extension agent, or school official. Ask each reader to bring 2-3 books of their choosing. Readers might want to wear a hat or bring a prop depicting the theme of the stories they choose to read. (Example: If reading "Mike Mulligan and His Steam Shovel", celebrity reader could wear a hard hat and bring a toy steam shovel or other appropriate props)

The volunteer recruitment committee might divide the Reading Fest into 3 or 4 time segments. Each segment could emphasize certain kinds of children's books. For Example:

| | |
|---|---|
| 11 am - 1 pm | Books from the past |
| 1 pm - 3 pm | Animal Stories/Nursery Rhymes |
| 3 pm - 5 pm | Classic Stories or Folk Tales. |

Categories for types of books allows the volunteer reader to choose the type of book or stories they would like to read.

The recruitment committee will need to have on hand book selections from each category, to be ready in case a celebrity reader comes unprepared or doesn't show up.

Coordinator for the recruitment committee will develop a work schedule for the duration of the event. This schedule outlines the time each volunteer reader is to read, as well as when members of the committee plans to work. IT is very important that someone is reading at the designated times and that changing of readers is smooth (see sample work schedule).

C. Publicity Committee

The publicity committee is responsible for promoting the Reading Fest. This is best done by a comprehensive media effort.

Two weeks ahead of the event, flyers, news releases and interest stories must be developed and run in newspapers, over TV and radio. Public service announcements on TV and radio must be heard everyday for at least 10 days prior to the event. Flyers must be distributed in appropriate places to reach the intended audience. If during the school year, flyers can be sent home with students from school.

The publicity committee must publicize the event in order to have participation. (See sample news release and flyers)

D. Fund Raising Committee

The Fund Raising Committee is responsible for soliciting funds and donations in support of the Reading Fest. Some money will be needed for the purchase of paper, printing, and other operating expenses that might be incurred. An operating budget will help the Fund Raising Committee determine expenses and help in identifying appropriate donors.

A second responsibility of the Fund Raising Committee is to secure door prizes and give away items to the children participating in the Reading Fest. Contact local book stores for donations of children's books that can be given away as drawing or door prizes during the fest.

Other items such as book marks and literacy information can be secured from the local literacy council, school district or library. Develop a plan for distribution of these items during the Reading Fest.

4. Reading Fest Cooperators

Addressing literacy at the local level requires the cooperation of all organizations, individuals, and businesses concerned with the illiteracy problem in the community. The Reading Fest is one way to help the community become aware of the problem.

In order for the Reading Fest to be successful, a strong group of supporters and volunteers is needed. The 4-H Ambassadors can be the organizers and facilitator. It is important to work closely with all literacy education programs and include them in this event.

Illiteracy perpetuates itself. Reaching the children and encouraging reading can break the cycle of illiteracy for families.

# International Literacy Day
## Work Schedule

| Time | Readers | Coordinators |
|---|---|---|
| 11:00 - 11:20 a.m. | Phyllis Lee<br>RIF Director | P.Owens |
| 11:20 - 11:40 a.m. | Nancy Granovsky<br>TAEX Faculty | |
| 11:40 - noon | Shannon Thomas, Jeff Harris | |
| noon - 12:20 p.m. | Lisa Hand, Tami Smith | |
| 12:20 - 12:40 p.m. | Robin Lichenstein | |
| 12:40 - 1:00 p.m. | Dana Goodma, Daphne Ford | |
| 1:00 - 1:20 p.m. | Mary Mike Hatcher<br>WTAW-KTSR | D. Bowen |
| 1:20 - 1:40 p.m. | Gary Cochran<br>A&M Church of Christ | |
| 1:40 - 2:00 p.m. | Ben Downs<br>WTAW-KTSR | |
| 2:00 - 2:20 p.m. | Robert Borden<br>Bryan/College Station Eagle | |
| 2:20 - 2:40 p.m. | Al Jolly<br>Central Church of Christ | |
| 2:40 - 3:00 p.m. | David Crisp<br>Bryan/College Station Eagle | |
| 3:00 - 3:10 p.m. | Casey DeLucia | D. Greenwald |
| 3:10 - 3:40 p.m. | Theater Group | |
| 3:40 - 3:50 p.m. | Rick Blanke | |
| 3:50 - 4:00 p.m. | Beth Knight | |
| 4:00 - 4:20 p.m. | Claire Campbell | |
| 4:20 - 4:40 p.m. | | |
| 4:40 - 5:00 p.m. | Roger Schultz, Mike Greenwald | |
| 5:00 - 5:20 p.m. | Jane Purry | P. Urbina |
| 5:20 - 5:40 p.m. | Yolanda Young | |
| 5:40 - 6:00 p.m. | Eduardo Urbina | |
| 6:00 - 6:20 p.m. | Cristina and Francisca Miller | |
| 6:20 - 6:40 p.m. | Daniel Hernandez | |
| 6:40 - 7:00 p.m. | Bethany Wilkes, LVA Director | |

LITERACY VOLUNTEERS OF AMERICA - BRAZOS VALLEY
CELEBRATES INTERNATIONAL LITERACY DAY

The literacy Volunteers of America - Brazos Valley invites you to help celebrate **International Literacy Day** by participating in a **Read - A - Thon at Manor East Mall, Saturday, September 8th from 11am to 7pm**. Volunteers from the community will be on center stage in the mall reading favorite stories, folk tales, poetry, nursery rhymes and classics , all day. The literacy volunteers are focusing on the children in the community and plan to read their favorites. From 11am-1pm, young children and young readers can hear stories and nursery rhymes. At 1pm to 3 pm, animal stories and the classics will be read. From 3pm - 5pm, don't miss hearing your favorite comics, cartoons and folk tales. And finally, from 5pm-7pm, hear great children's poetry and other selections .

Don't miss the fun! Come to the **Literacy Volunteers of America Read - A - Thon , Saturday, September 8th, at Manor East Mall.** Register to win a book. And, come read with someone you love.

# International Literacy Day
# READING FEST

**Saturday, September 8, 11:00 a.m. to 7:00 p.m.**
**Center Stage, Manor East Mall**

LITERACY VOLUNTEERS OF AMERICA - BRAZOS VALLEY invites you to help celebrate International Literacy Day by participating in a Reading Fest at center stage in Manor East Mall. Children of all ages will enjoy hearing stories, poems, nursery rhymes, and folk tales. Information will be available on adult literacy programs. For more information, call 823-1999.

Come join the fun.

| | |
|---|---|
| 11:00 a.m. - 1:00 p.m. | FOCUS ON YOUNG CHILDREN<br>BOOKS FROM THE PAST |
| 1:00 p.m. - 3:00 p.m. | CLASSIC STORIES<br>ANIMAL STORIES |
| 3:00 p.m. - 5:00 p.m. | COMICS AND CARTOONS<br>FOLK TALES FROM AROUND THE WORLD |
| 5:00 p.m. - 7:00 p.m. | POETRY<br>SELECTED READINGS |

**READ WITH SOMEONE YOU LOVE...**

LITERACY VOLUNTEERS of AMERICA Inc

Literacy Volunteers of America, Inc.

Formerly Brazos Valley Adult Literacy Council

10:15 . . . . . *Our Churches Make a Difference*
Panel moderator . . . . **Richard DeStefano**
Roman Catholic, Beaumont

**A panel selected from Minister of the Year nominees sharing success stories about how congregations have been wellsprings of hope in critical times.**

11:00 . . . . . *How Our Rural Churches Can be a Wellspring of Hope: One Bishop's Point of View*
**Bishop L.T. Matthiesen**
Roman Catholic, Diocese of Amarillo

11:45 . . . . . Closing remarks
**David Ruesink**

12:00 . . . . . Benediction
**W. D. Richardson**, Baptist, Houston

1:30 . . . . . Rural Social Science by Extension Facilitator Training
(concludes at noon on Thursday)

## Conference Information

### Continuing Education Units (1.0)

Those attending the entire conference can receive 1.0 CEU by paying $5.00.

### Parking

A new parking garage is ready for use south of Rudder Tower. The charge is $.50 per hour or $4.00 per day, with "in-and-out" privileges for those paying for parking at the registration desk.

### Housing

A map and list of motels will be sent upon receipt of the registration fee, or a list may be obtained by calling (409) 845-9390.

### RSSE (Rural Social Science by Extension) Training

A 48-hour training period will concentrate on ways to use prepared material in colleague groups. This is designed to help individuals coordinate a program on understanding the uniqueness of each community in order to serve most effectively in that community. Two possible courses of study will be examined: *The Rural Church in America* and *Discovering the Uniqueness of Rural Communities.*

### Emergency Telephone Numbers

Monday and Tuesday until noon - (409) 845-0082

Tuesday noon - Thursday noon - (409) 764-9540

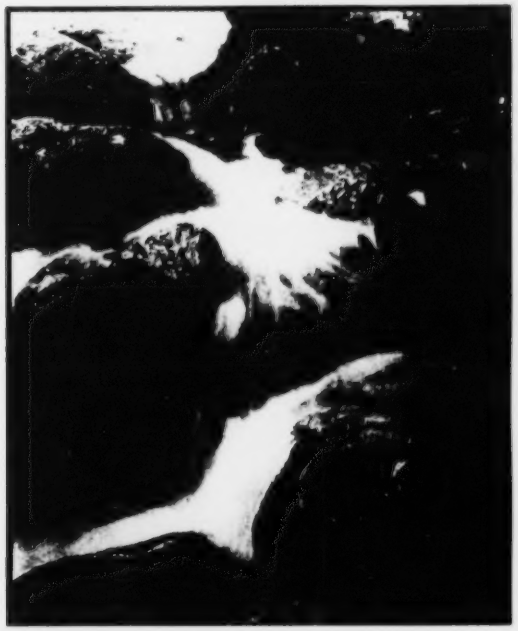


David C. Ruesink
Department of Sociology
Texas A&M University
College Station, TX 77843-2125

Texas Agricultural Extension Service

# *Town & Country Churches*

# Wellsprings of Hope in Critical Times



Town and Country Church Conference

October 7-8, 1991
College Station, Texas

Texas Agricultural Extension Service • Zerle L. Carpenter, Director
The Texas A&M University System • College Station, Texas



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# Wellsprings of Hope in Critical Times

This year's program will emphasize how churches can network with agencies and organizations to empower congregations to respond to critical community needs.

## Monday, October 7, 1991

**Skip Stutts**, Cumberland Presbyterian, Troup, presiding

(All programs in Rudder Tower except banquet)

8:30 . . . . . Registration
Rudder Tower, 7th Floor

10:00 . . . . . Opening
Presiding . . . . . **Skip Stutts**
Cumberland Presbyterian, Troup
Devotion . . . . . **Joe Sheldon**
Episcopalian, Rockdale
Welcome . . . . . **Zerle Carpenter**
Director, TAEX
Overview . . . . . **David C. Ruesink**
Extension Sociologist

10:30 . . . . . *These Critical Times: How Can the Church Be a Wellspring of Hope?*
The Honorable **Kent Caperton**
former state senator, District 5

11:00 . . . . . *Preparing for the Future: A Look at Our Small Towns*
An insight into major challenges for Texas.
**Don Stebbins**
Extension Economic Development Specialist
**Dennis Fisher**
Extension Economist-Development and Policy
**Jared Hazleton**, Director
Center for Business and Economic Analysis, TAMU
**Steve Murdock**, Head
Department of Rural Sociology, TAMU

12:00 . . . . . Lunch on your own

1:15-2:45 . . . . . Workshops
*Out of Darkness Comes Hope: Empowering Congregations to Respond to Critical Needs*

1. *Caring for Yourself as a Person in Ministry: Being a Responsible and a Realistic Steward* – **Stewart Coffman**, Associate Executive Presbyter, Grace Presbytery, Dallas

   Whom can a minister turn to when feelings of isolation and frustration become real? How does one talk about his/her own personal faith?

2. *Illiteracy in Texas: The Community Response* – **Sylvia Cuellar**, Extension Associate for Literacy Education, and **Peggy Owens**, Program Leader for Consumer Sciences

   An explanation of literacy programs to consider, suggestions of ways to form coalitions and frameworks for establishing local programs.

3. *Partners for Parenting* – **Dorothy James**, Extension Family Life Specialist

   An opportunity for churches, organizations, agencies and individuals to establish parenting coalitions and to support a coordinated parenting education effort in their community.

4. *Practical and missional use of facilities* – **Bernard "Buck" Ritchea**, United Methodist, Palacios and **Jay Goss**, Attorney at Law, Bryan

   Spritual and legal considerations on the use of facilities for "other than church" programs as part of the work of the church through accountable relationships with ongoing church programs.

5. *Rural Church in America – Introduction to the second Text/Reader for Rural Social Science by Extension* – **Charles Parnell**, Evangelical Lutheran Church in America, McGregor; **Royce Riley**, United Methodist, Mabank; **Lloyd Tatlock**, Christian (DOC) and Presbyterian, Granbury and **Elizabeth Riebschlaeger**, Roman Catholic, El Campo

   This continuing education program is for religious leaders in rural churches and could stand alone or be used in conjunction with the introductory course on the Uniqueness of Rural Communities.

6. *Sustainability: Issues and Considerations for Decisionmaking* – **Darryl Birkenfeld**, Roman Catholic, Hereford and **Larry Lippke**, Extension Economist-Management

   Balancing economics and ecology to increase quality of life in rural America. What methods are available to analyze sustainability decisions?

7. *Texans in Leadership* – **Robert Greene**, Director, Texas Rural Leadership, and **Don Stebbins**, Extension Economic Development Specialist

   An overview of an exciting new leadership program to be piloted this fall aimed at small town residents.

8. *We're in This Together: Nuts and Bolts of Coalition Building* – **Lucy Todd**, Director of Volunteer Services, Texas Department of Human Services

   Examines in detail successful models which attract church volunteers and pool community resources in creative ways.

9. *Youth Exchanging with Seniors (Y.E.S.)* – **Kathleen Volanty**, District Extension Director, Lubbock

   This is a pilot project being tested in 20 counties around Lubbock and will be ready for adoption statewide this fall. It has possibilities for church youth group involvement. A team will promote positive intergenerational relationships between youth and seniors to enhance independent lifestyles of the elderly in rural communities.

3:15-4:45 . . . . . Workshops Repeated

6:30 . . . . . Minister of the Year Recognition Banquet
Memorial Student Center, Room 201
Master of Ceremonies . . . . . **Ernie Dean**
United Church of Christ, Seguin
Invocation . . . . . **David Marx**
Presbyterian, Bowie
Entertainment . . . Singing Cadets, TAMU
Minister of the Year Nominees
**Ruth Schaffer**
Professor of Sociology, TAMU
Minister of the Year Recognition
**Del Deterling** and **Karl Wolfshohl**
*Progressive Farmer Magazine*, Dallas

## Tuesday, October 8

**Carl Elder**, Baptist General Convention of Texas, Dallas, presiding

8:15 Devotions . . . . . **Joseph Polasek**
Unity of the Brethren
College Station and Snook

8:25 . . . . . *Whose Business Is It to Minister Hopefulness: Models Used by Rural Churches to Empower Congregations*
**Lewis Wilkins**, Executive Presbyter
Palo Duro Presbytery, Lubbock

9:00 . . . . . *Clergy Effectiveness: Some Exemplary Ministries*
**Lucy Todd**, panel moderator
A panel of religious leaders involved in enabling effective projects.

9:45 . . . . . Break

(continued)

**TOWN & COUNTRY CHURCH CONFERENCE**

Literacy Workshop

| Presenter | Time | Activity | Handouts/Overheads |
|---|---|---|---|
| Sylvia | 1:15/3:15 | Introduction<br>Pretest<br>Factoids | overheads<br>handout #1<br>handout #2 |
| Peggy | 1:25/3:25 | History background | handout #3 |
| Sylvia | 1:35/3:35 | Current definitions | handout #4 |
| Peggy | 1:40/3:40 | What it's like to be illiterate | handout #5, #6 |
| Sylvia | 1:55/3:55 | Building coalitions | handout #7a,b,c<br>name tags |
| Sylvia | 2:10/4:10 | Reports from groups | |
| Sylvia | 2:20/4:20 | Church-sponsored literacy programs | handout #8 |
| Peggy | 2:25/4:25 | What churches can do | handout #9 |
| | | Action plan | handout #10 |
| Peggy | 2:35/4:35 | Questions & answers | |
| | 2:45/4:45 | Adjourn | |

# THE CHURCH AND LITERACY: THE HISTORICAL PERSPECTIVE

Since the Protestant Reformation, the Christian Church has had a vital role in the spread of literacy. Only a small number of the population in 1518 could read when Martin Luther nailed his ninety-five theses to the church door. But, his work set in process a movement that stimulated the spread of literacy in Europe and eventually to the New World.

Martin Luther promoted the study of the Bible in the people's native tongue. He taught that the study of the Bible and church teachings was an avenue of salvation. If the people could not read, they could not study the bible. Luther campaigned for the education of all, both rich and poor, male and female.

Luther believed that establishing schools was the responsibility of the state . He believed that an educated citizenry was more likely to be peaceful and law-abiding. In a 1580 ordinance in the German state of Saxony in poor villages, where parents could not afford to hire a teacher, the sexton should be appointed to teach reading, writing and the catechism. In 1619 the City of Weimar passed the first compulsory school attendance law in history.

Reformers John Calvin and John Knox also contributed to the spread of literacy. Calvin organized a college at Geneva, which the Huguenots replicated through colleges they established in France. In 1560, John Knox helped write a plan for a systematic national education system in Scotland that called for local churches to establish grammer schools.

Though the Reformation did not result in universal literacy, educational historians estimate that literacy rates in European countries affected by the Reformation stood at 35 to 45 percent in 1700 compared with a rate of less than 20 percent in the rest of Europe. In Sweden, where everyone had to be literate before ther could be confirned, and confirmed before they could marry, literacy rates rose to 90 percent by 1720.

## EDUCATING THE POOR IN ENGLAND

Rapid industrialization in seventeenth and eighteenth- century England brought with it urban poverty. England had not yet established a system for schooling the poor and laboring classes. The prevailing attitude of the time was to keep these groups in ignorance. In 1699 an Anglican clergyman and four lay philanthropists concerned with extending Christian education to the poor organized the Society for the Propagation of Christian Knowledge (SPCK). This group served as a national coordinating body and raised private financial support for local charity schools. The charity schools had one aim: religious instruction.

The SPCK schools made a significant impact on the nation's literacy rates and stimulated other groups, among them Jews, Quakers and Nonconformists, to copy their effort. The Methodists developed schools as well, and John Wesley promoted reading as fundamental to true devotion.

As the Society for the Propagation of Christian Knowledge declined toward the end of the 18th century, other groups initated similar work. One of the most influential of these was the Sunday school movement started in 1780 when Rev. Robert Raikes, an Anglican, opened a parish school for children. Many of these children worked six days a week, so Sunday was the only day they were free to attend school. Like SPCK schools, Sunday schools taught reading , writing, ad biblical knowledge . One of Raikes' innovations was using more advanced children as assistant teachers. The English Sunday school movement continued for decades to focus on teaching the children of the poor and laboring classes and in the process tens of thousands learned to read and write.



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## THE AMERICAN SUNDAY SCHOOL MOVEMENT: 1790- 1860

One of the first American Sunday schools was begun in Philadelphia in 1791 by a group of clergy and lay persons. Two teachers were hired to teach reading and writing, using the Bible as a text. The school was open to anyone, regardless of age and sex.

By 1796 Bishop Francis Asbury was urging Methodist preachers to establish Sabbath schools for the children of the poor. In its first half century, the Sunday school movement was more ecumenical than denominational in character.

The American Sunday School Union (ASSU), and ecumenical union of local Sunday schools, was organized to provide coordination and publish lessons for local Sunday schools. Teaching reading was a central focus, and the ASSU published literacy primers as well as religious lessons. In its 1831 report, ASSu staff noted that the organization's effectiveness in teaching children and adults to read was worth the cost of the entire enterprise.

In a special ASSU drive in the 1830s, hundreds of schools were establshed in the Mississippi valley. These were often the first educational or religious institutions serving what was then the frontier. There the Sunday schools prepared the way for public schools by developing local interest and leadership. By 1860, the ASSU had dissolved. As ASSU schools closed, adults who wanted to gain literacy skills were left with fewer opportunities to learn to read and write.

## LITERACY AFTER THE CIVIL WAR

By the end of the Civil War, four million black slaves had been set free. They were destitute and most were illiterate. Most church aid included immediate relief, and the establishment of schools at the elementary, secondary, and college levels. Some of the work was ecumenical and some denominational. The American Missionary Association ( AMA) founded in 1846, channeled church volunteers and funds into the effort and the Congregational Church worked throuth this group. The Methodists, Prebyterians, and Baptists eventually established their own aid associations.

Although the number of persons taught in the church efforts was small in relation to the need, church-sponsored schools made a significant contribution to educating the freedmen and their children. Hundreds of thousands were educated by 1875 in elementary and secondary schools. Within the first several years after the War, thirty black colleges were founded by the AMA and the denominations. From these came the teachers and ministers who would continue the great work of educating a people for freedom.

## ADULT LITERACY IN THE 20TH CENTURY

A worldwide literacy movement begain in the Philippines through international literacy poineer Frank C. Laubach. Laubach was serving as a Congregational missionary . In 1929 Laubach fulfilled his decades-old dream of working with the Muslim Maranao people on the island of Mindanao. He wanted to establish elementary and secondary schools, but the Maranaos wanted the adults to learn to read the Koran and their own folktales.

Laubach worked tirelessly perfecting lessons, publishing materials for adult new readers and in helping the Maranaos use their new reading skills to solve personal and community problems. When the American Depression cut off funding, one of the Maranao Chieftains insisted that everyone who knew how to read would teach someone else, and thus the volunteer adult literacy movement was born.

Over the next forty years, Laubach traveled to 104 countries speaking on his vision of literacy as the means to enable the desperately poor of the developing world to get enough food to eat, medical care, and decent housing. When he was in the United States, Laubach spoke about the literacy effort to church audiences from coast to coast. His listeners, who knew American adults who could not read either, began tutoring during the 1940s. In 1968, local literacy groups organized as Laubach Literacy Action, the U.S. program of Laubach Literacy International

Ruth Colvin, founder of Literacy Volunteers of America, first became aware of adult literacy needs through the programs of the National Council of Churches (NCC) literacy programs in the developing world. She studied the problem and started a program to raise funds for NCC literacy centers abroad. When reading the 1960 Census statistics on the number of persons who were functionally illiterate in her hometown of Syracuse, New York, Colvin was shocked. Someone had to do something, and that someone was her. Not trained as a teacher, Colvin knew she could read and she was organized. She prepared a presentation and invited community leaders to her home for coffee. The president of Syracuse's Church Women United (CWU) suggested that she speak to church women's groups throughout the county.

CWU sponsored a literacy project, with Colvin in charge. She soon was plunged into tutor training, materials development, and fundraising projects on behalf of the new program. By 1967 Literacy Volunteers of America had grown too large for its CWU sponsorship and was organized as a national non-profit agency with its own staff and board of directors.

Today Laubach Literacy Action and Literacy Volunteers of America include a total of 1313 local literacy programs sites in all fofty states. In 1990, these programs enrolled over 149,000 adult students. Almost all of the tutoring was provided by trained volunteers.

## THE CHURCH AND LITERACY IN THE 1990S

Over the past three decades, the Southern Baptist Convention and the Lutheran Church in America (now the Evangelical Lutheran Church in America) have worked to develop literacy programs throughout the U.S. The Baptist Literacy Missions works in all 50 states. The Volunteer Reading Aides (VRA) Program was begun in 1968 by Lutheran Church Women. VRA has helped establish more than three hundred adult literacy programs in the U.S. The VRA motto is "If they can't read the words, they can't read the Word".

Despite these and other denominational efforts, the number of local churches involved in the adult literacy movement in their own communities is small. A 1990 survey of 100 grass roots literacy progams conducted by the working committee on Literacy of the National Council of Churches indicates that only two percent of local churches are participating.

The same survey found that of 100 independent grasss roots programs polled, two-thirds had been started by churches or by church leaders. Churches also helped vitually all of the programs, by providing space or financial support, recruiting tutors, and by offering a range of other services.

Currenty, less than ten percent of the 27 million American adults who have difficulty with ordinary reading and writing tasks are enrolled in any kind of educational program. The National Council of Churches survey, which underlines the importance of church support to local literacy efforts, suggests that increasing church involvement can make a profound impact in expanding services for adults who want to learn to read and write.

The Church and Literacy . Some Highlights. Literacy: A Vital Mission. Laubach Literacy Action, U.S. Program of LaubachLitreracy International, in coooperation with the NCC Working Group on Churches and Literacy.

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## DEFINING LITERACY

What do we mean by literacy? There are two ways to define literacy: by number of school years completed, and how reading and writing skills are used.

1. **U. S. Bureau of the Census** Sixty years ago, the U. S. Bureau of the Census set the completion of the 4th grade as the dividing line between literacy and illiteracy. As society has become more and more complex, higher and higher levels of skills are needed. Today's guidelines suggest a 5th-6th grade level as a basis for functional literacy. Some literacy experts point to the need for 12th grade skills.

2. **U. S. Army** Functional literacy was coined by the U. S. Army during World War II. It refers to "capabilities to understand written instruction necessary for conducting basic military functions and tasks..."

3. **The Penn State University** sets the definition of functional literacy as "The reading, writing, computation, and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals."

4. **National Adult Literacy Assessment** Literacy is using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.

5. **Laubach Literacy International** Literacy is the ability to listen, speak, read, write and solve mathematics problems well enough to solve daily life problems, to take full advantage of opportunities in the environment, and to participate fully in the transformation of society.

6. **UNESCO, 1962** Literacy is "the possession by an individual of the essential knowledge and skills which enable him or her to engage in all those activities required for effective functioning in his or her group and community and whose attainments in reading, writing, and arithmetic make it possible for him or her to continue to use these skills toward his or her won and the community's development."

7. **National Council of Churches of Christ** (excerpts) Literacy is ONE way to help people become self-determining and responsible members of their communities. ...Literacy brings power as well as understanding.

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# Texas Agricultural Extension Service

Fotograf

(Son Durum)

MURACAAT

VICTORYA RAGIMSIZ OKUL BOLGESI

Bunu: Personel ofisi
Victorya genel okullar

1611 E. North
Victoria, Texas 77901

Tarih: _____

Istenen is: _____

Telefon: _____

Dogum Tarihi: _____

sosyal sigorta numarasi:

Tam isim Bay, Baya_____ Milliyet _____

Ikametgah yeri _____
Sokak Ev numarasi Sehir Vilayet

Medeni durum: Bakar Evli Ayri Bosanmis Dul

Karirin / Kocanin adi _____ Karinin / Kocanin isverend _____

Cocuk Sayisi _____ Her birinin yasi _____

Genel Sihhat _____ Boy: _____ Kilo _____

Hic Hapse Girdinizmi? Evet _____ Hayir _____

| Tahsil Durumu | Okulun Adi ve Yeri | Baslangic Tarihi | Gikis Tarihi | Mezuniyet Evet Veye Hayir | Esas Mevzu | Ikinci Mevzu |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Hakkinizda Bilgi Alinabilecek Kisileri Asagida Belirtin

| Isimleri | Adres | Telefon No'si | Meslek |
|---|---|---|---|
| | | | |



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Fotograf
(Son Durum)
(recent)

MURACAAT
(Application)
VICTORYA RAGIMSIZ OKUL BOLGESI
(Victory Independent School District)
Bunu: Personel ofisi
(Return to:) (public schools)
Victorya genel okullar

Tarih: _____
(date)
Istenen is: _____
(job applied for)
Telefon: _____
(telephone)
Dogum Tarihi: _____
(date of birth)
sosyal sigorta numarasi:
(social security number)

1611 E. North
Victoria, Texas 77901

---

Tam isim (full name) Bay, Baya (Mr., Miss, or Mrs.) _____ Milliyet (nationality) _____

Ikametgah yeri _____
(street) Sokak (number) Ev numarasi (City) Sehir (state) Vilayet

Medeni durum: (marital status) Bakar (single) Evli (married) Ayri (separated) Bosanmis (divorced) Dul (widow or widower)

Karirin / Kocanin adi (name of husband/wife) _____ Karinin / Kocanin isverend (husband/wife employer) _____

Cocuk Sayisi (no. children) _____ Her birinin yasi (age of each) _____

Genel Sihhat (general health) _____ Boy: (height) _____ Kilo (weight) _____

Hic Hapse Girdinizmi? (Have you ever been in jail?) Evet (yes) _____ Hayir (no) _____

| Tahsil Durumu | Okulun Adi ve Yeri (school name and place) | Baslangic Tarihi (date began) | Gikis Tarihi (date left) | Mezuniyet Evet Veye Hayir (graduated: Yes or No) | Esas Mevzu (major) | Ikinci Mevzu (minor) |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |

Hakkinizda Bilgi Alinabilecek Kisileri Asagida Belirtin (references)

| Isimleri (names) | Adres (address) | Telefon No'si (telephone) | Meslek (occupation) |
|---|---|---|---|
| | | | |

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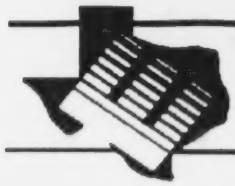

Texas Agricultural Extension Service

# DISCUSSION QUESTIONS
for
"BUILDING COALITIONS"
at
TOWN & COUNTRY CHURCH CONFERENCE

## REACHING THE HARDEST-TO-SERVE PARTNERSHIP

You are a mixed group of literacy educators, job-training specialists, and business and civic leaders in Rural County, TX. You would like to form a partnership aimed at expanding literacy services so that they reach the previously "hardest-to-serve" communities in the county.

Your group's members have only limited experience and knowledge vis-a-vis the issue of "reaching the hardest-to-serve". You also have never worked together as a team before.

To prepare yourselves to form a collaborative effort around this new issue of "reaching the hardest-to-serve," please answer the following questions:

1. What do you need to know about how to organize and sustain a "partnership" (i.e., a collaborative effort involving a number of institutions and individuals)?

2. What do you need to know about the topic of "reaching the hardest-to-serve with literacy services"?

3. What would be your first steps to get your partnership going?

Be prepared to present your answers to the other conference participants. You have 15 minutes to prepare your answers.



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Texas Agricultural Extension Service

# DISCUSSION QUESTIONS
for
"BUILDING COALITIONS"
at
TOWN & COUNTRY CHURCH CONFERENCE

## PARTNERSHIP FOR HIGH SCHOOL DROPOUTS

You are a mixed group of literacy educators, clergy, job-training specialists, and business and civic leaders in Rural County, TX. You would like to form a partnership aimed at developing literacy services for high school dropouts in the county.

Your group's members have only limited experience and knowledge vis-a-vis high school dropouts. You also have never worked together as a team before.

To prepare yourselves to form a collaborative effort around this new issue of high school dropouts, please answer the following questions:

1. What do you need to know about how to organize and sustain a "partnership" (i.e., a collaborative effort involving a number of institutions and individuals)?

2. What do you need to know about the topic of high school dropouts?

3. What would be your first steps to get your partnership going?

Be prepared to present your answers to the other conference participants. You have 15 minutes to prepare your answers.



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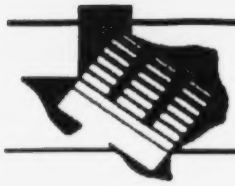

# Texas Agricultural Extension Service

## DISCUSSION QUESTIONS
## for
## "BUILDING COALITIONS"
## at
## TOWN & COUNTRY CHURCH CONFERENCE

## FAMILY LITERACY PARTNERSHIP

You are a mixed group of literacy educators, clergy, job-training specialists, and business and civic leaders in Rural County, TX. You would like to form a partnership aimed at developing family literacy services for low-literate adults in the county.

Your group's members have only limited experience and knowledge vis-a-vis family literacy. You also have never worked together as a team before.

To prepare yourselves to form a collaborative effort around this new issue of family literacy, please answer the following questions:

1. What do you need to know about how to organize and sustain a "partnership" (i.e., a collaborative effort involving a number of institutions and individuals)?

2. What do you need to know about the topic of family literacy?

3. What would be your first steps to get your partnership going?

Be prepared to present your answers to the other conference participants. You have 15 minutes to prepare your answers

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## CHURCH - SPONSORED LITERACY PROGRAMS

Churches that decide to organize their own adult literacy program can choose from a variety of models. If literacy services are already being provided, it is more effecient and effective to become a satellite of that program than to establish a new organization.

Satellite Literacy Programs - usually established to make the services of the parent organization more accessible to adult learners who may find it uncomfortable or inaccessible to large educational centers away from family surroundings.

A satellite center combines the resources of the parent organization and the collaborating church. The church provides tutoring space, recruits tutors and sometimes learners from its own membership and neighborhood. A coordinator is appointed to oversee operations at the church site. The parent organization trains volunteers, assesses the skills of new learners, assists with matching learners with tutors, and provides consultation for special needs.

## LAUNCHING A NEW LITERACY PROGRAM

When there are no literacy programs available in a community or the need is so great that the existing literacy program cannot meet the need, churches can be instrumental in launching new literacy efforts. It is important to understand what makes a successful literacy program work prior to organizing and planning the new program. Literacy Volunteers of America and Laubach Literacy Action can provide free print information about organizing a volunteer literacy program, including structuring a program, training tutors, and selecting instructional materials for the learner. Considerable effort is involved in planning a new program, so find out as much as possible before starting.

There are at least three approaches churches can take to launch a new program.

1. Host a community meeting to discuss local needs. Include representatives from other churches, libraries, service clubs, social service agencies, United Way, the Volunteer Action Center, other adult education programs and community leaders.

During the meeting, discuss local literacy needs, how a volunteer program would help meet those needs and identify resources needed to launch a new program. A major goal of the meeting would be to form a steering committee of volunteers to assume program planning and organization during the start-up phase.

2. Church organizes the program and serves as an umbrella for the first year or two. Then the program would become an independent community organization after the second year. The advantage of this approach is that the new program has immediate access to the churches resources including space, equipment and volunteers. Churches that take this approach must be committed to the literacy mission.

3. Launch the program as an ongoing mission of the church. If the church plans to serve the entire community in providing literacy services, then care should be taken to make sure the community is represented in planning and conducting the program. Include community representatives on an advisory board to help ensure that the program is responding to all of the communitiy's literacy needs.

Reference: Norton, Karen R. Literacy and Jusstice for All. A Guide to the Study of Adult Illiteracy. Literacy: A Vital Mission. Laubach Literacy Action U.S. Program of Laubach Literacy International in cooperation with the NCC Working Group on Church and Literacy.

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# COMMUNITY ACTION FOR LITERACY: WHAT CHURCHES CAN DO

1. Work Within the Congregation

   - Develop member awareness

     * recognize literacy learners, teachers, tutors
     * celebrate United Nations International Literacy Day, September 8th
     * announce local literacy program activities in church bulletin
     * plan a special church sponsored literacy program

   - Assist members with reading problems

     * offer a reading service
     * prepare easy-to-read Bible translations and other religious materials
     * assist lay readers who may have difficulty

2. Work With an Existing Literacy Program

   - Provide space for: tutoring, training, programs, office space, storage

   - Offer use of telephone, photocopy, computer or audio visual equipment

   - Offer material and financial support

     * provide easy-to-read Bible materials
     * underwrite cost of tutoring an adult learner
     * buy books for learners
     * make annual pledge to literacy program
     * conduct fundraiser

   - Publicize the program

     * recruite learners, tutors, volunteers through church bulletin and newsletter
     * refer potential students to local literacy program

   - Support adult learners

     * offer child care
     * provide transportation
     * offer job counseling
     * refer learner to appropriate social services agency

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3. Be a Literacy Advocate

- Publically endorse local literacy program
- Write legislators in support of adult education
- Get other churches involved in the literacy effort

4. Work to Prevent Adult Illiteracy

- Get involved in public schools
- Volunteer at school
- Provide an after school study hall at church, including homework assistance

5. Encourage Church Members to be Literacy Volunteers

- Trained tutors
- Office workers
- Publicity
- Recruitment of volunteers and learners
- Form a speakers bureau for literacy
- Serve on literacy board
- Raise funds
- Write easy-to-read materials

Reference:

Norton, Karen R. Literacy and Justice for All. A Guide to the Study of Adult Illiteracy. Literacy: A Vital Mission. Laubach Literacy Action, U.S. Program of Laubach Literacy International in cooperation with the NCC Working Group on Churches and Literacy.

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PLANNING GUIDE

ACTIVITY:

| (1) JOB TO BE DONE | (2) WHO IS RESPONSIBLE | (3) DATE COMPLETED | (4) REMARKS |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |

120 (SEND COPY OF COMPLETED FORM TO EACH PERSON LISTED IN COLUMN 3)

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## How To Organize a Literacy Program

1. Examine the community.
   a. Where are there literacy problems?
   b. Who are the current providers of services?
   c. Who is doing what?
   d. What are the gaps in services?
   e. What resources are available?
   f. What are the attitudes involved?
   g. Is enough being done?
2. Involve the community.
   a. Determine interest by adult new learners.
   b. Invite interested people to join program.
   c. Work with local social service providers.
   d. Set goals and objectives, including a time frame and achievement measures.
   e. Find tutors.
3. Develop a Plan of Action
   a. Gather resources for proposed services.
   b. Develop a marketing campaign.
   c. Determine costs for program.
   d. Identify sources for funding.
   e. Carry out fund raising campaign.
4. Implement the program.
   a. Start tutor training.
   b. Match tutors with students.
   c. Train new tutors to match with new students.
5. Review and evaluate.
   a. Monitor progress of tutors and students.
   b. Correct any problems in matching.
   c. Meet with students and tutors.

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## IV. Program Support

A research brief was written to bring Extension faculty up to date on current research in literacy.

The white paper was distributed to county Extension agents to use with their local program planning committees to facilitate addressing the literacy initiative.

Self Care for Children is a set of four leaflets to be used with parents, and a companion set for children. However, the parents' set is written at a 6th-10th grade level. In order for these publications to be used by low-literacy audiences, they were revised to a lower reading level. Because the revised publications are being pilot tested, they are not ready for wide distribution. However, a sample page of each is included with the reading level given at the top left-hand corner. A Spanish version of each leaflet was also produced.

A series of four fact sheets was distributed to Extension personnel to inform them and suggest ways of incorporating literacy education into their programs.

Two leader training packets were prepared to be used in county Extension programs, either by the county agent, or by Extension Homemaker programs.

Ten news articles were written to assist county Extension agents. These articles were used in Extension newsletters and local newspapers.

The Literacy Program Update lists literacy efforts at the county level.

The Program Guide was disseminated to Extension faculty to assist them in planning their literacy programs.

Creating Programs to Address Issues provides a model for program planning.

Texas Agricultural Extension Service

# DIMENSIONS OF ILLITERACY: A TEXAS DILEMMA

A Research Review

by

Peggy Robbins Owens, Ed.D.
Program Leader for Consumer Sciences
and Housing Specialist

There is a growing concern about the state of illiteracy in Texas and the nation as a whole. The word illiterate, and related words... literate and literacy denote either absolute or at least easily identifiable behavior. One can either read or not read; one can write or is left with speech only (Robinson, 1990). To be illiterate, in our society, is not simply being unable to read and write. It is a much more complex concept, deeply rooted in both culture and social dynamics.

The study of "literacy" is a relatively new field. Literacy studies explore the role of literacy in social development, the economy, cultural values and the effects on cognitive process (DeCastell, Luke, & Egan, 1986). This paper will focus on the complexities of defining literacy, the scope of literacy nationally and in Texas, types of literacy education programs and implications for Extension initiatives. The purpose of this paper, therefore, is to provide an awareness and better understanding of literacy as it effects individuals, families and the broader community.

## DEFINING LITERACY

### What Is Literacy?

Definitions of literacy vary. According to the Institute for the Study of Adult Literacy at Penn State University, there is no single definition of literacy. The Institute broadly defines literacy as "the reading, writing, computation, and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals" (Sheppard, Woodward, McCallister, 1990).

Other definitions have been written over the past three or four decades in an effort to grasp the complexity of literacy. For example, in 1956, William Gray proposed the following definition: "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his cultural group" (Harman, 1987).

A widely accepted definition was developed in 1962 by UNESCO. It states: "A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and those attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development" (Harman, 1979, Robinson, 1990).

The term "functional" literacy was coined by the United States Army during World War II. It was used to indicate the "capabilities to understand written instruction necessary for conducting basic military functions and tasks.... ". The military analyzed materials utilizing readability formulas, usually expressed in the form of school grade level equivalencies. The desired standard was usually between the eighth and

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tenth grade levels (Harman, 1987).

In a report prepared by the Ford Foundation in 1979, the following definition of functional literacy was cited.

> "The possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job-holders and members of social, religious, or other associations of their choosing. This includes the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives, the ability to deal positively with demands made on them by society, and the ability to solve the problems they face in their daily lives" (Harman, 1987).

Although the definition of literacy has changed over the past fifty years, it is evident that the focus is currently on the effective or critical application of certain basic skills.

## SCOPE OF LITERACY

### National Statistics

United States illiteracy rates vary. Estimates of the number of "illiterate Americans" range from a low of 23 million to as high as 60 million. (Robinson, 1990). The United States is 49th in literacy level among the 158 countries of the United Nations. The Department of Education reported that 27 million people, approximately one in five Americans, are functionally illiterate and another 45 million people are marginally illiterate (Sheppard, et al., 1990).

According to the Adult Performance Level study conducted by the University of Texas in 1975, there is a strong difference in literacy rates among ethnic groups. Statistics indicate that 56 percent of Hispanics, 47 percent of Blacks, 17 percent of Whites and 70 percent of American Indians are considered functionally illiterate (Northcutt, 1975).

Illiteracy rates are high among high school dropouts. The National Commission on Excellence in Education (1983) reported that 13 percent of all 17 year olds in the United States are functionally illiterate. The dropout rate among minority youth is even more alarming, with 40 percent considered functionally illiterate.

### Texas Statistics

Approximately 3.3 million persons in Texas are functionally illiterate, ranking Texas 47th among the states in adult literacy. It is estimated that as many as one out of three adults can not read, write or perform basic skills well enough to produce on the job (Literacy Volunteers of America (LVA) - Texas, 1990).

Thirty-six percent of adults in the state have not completed high school, and 18 percent have not completed the eighth grade. Illiteracy rates are high among high school dropouts, especially among minority youth. Approximately one half of all Hispanics, one third of all Blacks and one quarter of all Anglos do not complete high school (Planning for a Literate Work Force, 1988). Consequently, unemployment rates are high among these groups; 33 percent of Black dropouts, 23 percent of Anglo dropouts and 36 percent of Hispanic dropouts (LVA-Texas, 1990).

Illiteracy rates are high in certain geographic areas of Texas. According to the APL study conducted at the University of Texas in Austin (1975) 36 percent of the population in East Texas are non-readers of English and are considered to be functionally illiterate. In addition, 36 percent of foreign born functionally illiterate persons reside in South Texas (Sheppard, et al., 1990).

## LITERACY PROGRAMS FOR TARGETED AUDIENCES

Just as there are many definitions of literacy, so there are literacy programs. These programs are organized with specific goals for specific audiences. Unfortunately, only about 4 percent of the population in need of literacy education is currently being served. Three specific programs: for adults, families and workplace, will be discussed.

### Adult Literacy

Adult education programs are targeted to undereducated adults who may need the program for a variety of reasons. The adult illiterate may have dropped out of school, have a learning disability, need glasses or a hearing aid. He or she may have a physical or emotional disability that hampered learning. The adult illiterate may have had ineffective teachers or simply been unready to learn to read at the time reading instruction began. Whatever the reason, there are programs available to reach these adults (Facts on Illiteracy in America).

A brief overview of programs for undereducated adults outlines the variety of ways literacy education is addressed in Texas.

Adult Basic Education (ABE) - The Adult Basic Education program provides classes in basic skills instruction at the grade 1-8 levels in reading, writing, mathematics, science, social studies and life-coping skills. Federally funded through the Adult Education Act of 1966, each state receives funds for literacy programs at the local level through the Texas Education Agency to one of 62 adult education cooperatives in Texas. These cooperatives operate independently, usually providing services to an area consisting of several counties, or in urban areas, to individual school districts or metropolitan delivery areas.

The ABE program is designed for adults 16 years of age or older who are not currently enrolled in public schools and who have less than 12 years of school (Fairweather, 1990). The Adult Basic Education program can be organized into four levels:

| | |
|---|---|
| Level 1. | Beginning ABE, for adults unable to read, write and compute, grade level 0-5. |
| Level 2. | Beginning English as a Second Language (ESL), for adults with limited or no proficiency in English. |
| Level 3. | Intermediate ABE, for adults with some reading and computation skill competency, grades 6 to 9. |
| Level 4. | Intermediate ESL, for adults with some competency in communicating in English. |

Preparation for the General Education Development Certificate (GED) - Provides classes in GED preparation in grades 7 - 12 level reading, writing, mathematics, science and social studies. Students passing the GED test and acquiring a high school equivalence certificate have the academic prerequisites for vocational education or post-secondary education (Fairweather, 1990).

English as a Second Language - Provides classes in oral and written literacy English language development of non-native English speakers. Primary participants are Spanish-speaking adults who wish to acquire English proficiency (Fairweather, 1990).

Amnesty Education for Eligible Legalized Aliens - Provides beginning to advanced classes in oral and written English. Reading and preparation for citizenship for legalized aliens is also taught. Students are also prepared for GED testing after completing basic language and civics instruction. Amnesty education programs are funded by the State Legislation Impact Assistant Grant (SLIAG) (Fairweather, 1990).

Instruction for Homeless and Welfare Recipients (AFDC) - Classes are provided to homeless and recipients of Aid to Families with Dependent Children (AFDC) through education cooperatives under the direction of the Texas Education Agency. Classes are coordinated with shelters and the Texas Department of Human Services (Fairweather, 1990).

Instruction for Institutionalized Adults - Instruction is provided in a variety of literacy areas for adults in institutional settings including penal institutions and facilities for the handicapped. Adult education cooperative administrators, through the Texas Education Agency, work with state and local governmental agencies to coordinate services for these undereducated adults (Fairweather, 1990).

Major State Literacy Efforts

Providers of adult education across Texas offer many opportunities for volunteers to participate in adult literacy programs. The Texas Literacy Council, established by the 70th Legislature, coordinates and promotes literacy services within the state. A Texas Literacy Council Hotline is available to direct callers for information about literacy trainings in their area, to provide information on how to begin a literacy program and to share information between programs (Texas Business Week, 1988).

Literacy Volunteers of America - Texas supports its state affiliates and develops volunteer tutor-training programs. Founded in 1962 in Syracuse, New York, Literacy Volunteers of America, Inc. believe that well trained and carefully supported volunteers can be effective tutors of adults. The LVA program is based on whole language development (Texas Business Week, 1988 and Seibles, 1987).

Texas Adult Literacy - Laubauch operates on the premise of training volunteer tutors to provide one-to-one basic literacy and English as a second language instruction to students. Laubauch refers to a specific method of literacy instruction based on phonetics (Texas Business Week, 1988 and Seibles, 1987).

The Texas Center of Adult Literacy and Learning (TCALL), through the College of Education at Texas A&M University, was established to help reduce the problem of adult illiteracy in Texas. The Center has three main purposes: (1) to serve as a clearinghouse to disseminate literacy information, (2) to function as a regional resource centers linking other center in five states and (3) to determine the need for and conduct research collaborating with interested organizations in Texas. TCALL also provides technical assistance to groups, organizations, agencies and businesses concerned with literacy (TCALL, 1990).

Family Literacy

A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills. Illiteracy is a cycle that repeats itself. Family literacy programs attempt to break the cycle of intergenerational illiteracy.

Participants in family literacy programs are parents who lack the basic literacy skills and often lack the positive self concept needed to encourage their children to do well in school. Operating as a learning unit, parent and child come together to share learning experiences and to improve their literacy skills (Family Literacy Programs).

Family literacy programs vary. Each program is individualized to meet the needs of the community and of the participants in the program. Family literary programs require cooperation between both adult and early childhood educators. Participants include single parents, low income parents and parents of children in Head Start and other welfare programs involving the family (Family Literacy Programs).

One strong supporter of family literacy is Barbara Bush. Through the establishment of the Barbara Bush Foundation for Family Literacy, monies and support for family literacy programs are

emerging. The foundation's mission is (1) to establish literacy as a value in every family in America; (2) to break the intergenerational cycle of illiteracy and (3) to support the development of family literacy programs.

The Barbara Bush Foundation for Family Literacy has identified six specific tasks:

1. Identify the literacy programs that work.
2. Award grants to establish successful intergenerational literacy efforts.
3. Provide seed money for community planning of interagency family literacy programs.
4. Support training and professional development for teachers.
5. Encourage recognition of volunteers, educators, students and effective programs, and
6. Publish materials that document effective working programs. Barbara Bush strongly believes that the family is the heart of literacy (The Barbara Bush Foundation).

There are relatively few family literacy programs in Texas. Some effort has been made in Abilene through the Adult Education Cooperative, through a special TEA project (Sheppard, et al.,1990). In addition, a Family Literacy English Model program for limited English proficient parents, who have little or no literacy in their native language was developed at Texas A&I University. This project focuses on improving "literacy behavior" including developing parenting skills in the home, to encourage children's school achievement (Seibles, 1990). Another program, offered through the El Paso Community College, focuses on intergenerational family literacy. Family literacy programs require special coordination, but can be effective in responding to the cycle of illiteracy.

Workplace Literacy

The world and the workplace have become increasingly more technologically oriented. The ability to function, be productive and competitive requires a literate workforce. Twenty percent of the Texas workforce lacks the skills to function productively on the job. In 1988, the Texas Department of Commerce estimated that illiteracy cost the state 17.12 billion dollars through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals (Planning for a Literate Work Force, 1988).

Workplace literacy is a term frequently heard but often misunderstood. It has many different meanings. Workplace literacy may refer to a standard adult basic education program, or to an adult literacy program offered at the work site or at a community site. It can also refer to a program in which basic skills needed to do the job, form the basis of the curriculum (Askov, Aderman, Sherow, Hemmelstein & Clark, 1989).

A new terminology "workforce literacy" surfaced in the 1980's. This term denotes the basic skills needed by workers to function effectively in the economy. The term "workforce literacy" includes not only the five basic skills of reading, writing, and communicating in English, and math and problem solving skills, but also the ability to work and learn independently, work cooperatively with others, respond quickly and be flexible in new situations, handle multiple tasks, and decision making skills and the ability to find information (Chisman & Campbell, 1990). For our purposes in this paper, "workplace literacy" will be utilized to outline literacy programs offered at the workplace to address the needs of undereducated adults in the workforce.

Workplace literacy programs can be categorized into three levels. The first level targets the extremely low-level literate worker. Adult literacy programs at this level offer a range of instruction from basic functional survival skills to General Education Development (GED) preparation (Workplace Literacy Programs: A New Business Basic, 1990).

Level two literacy programs target workers with mid-level basic literacy skills. Technical training at this level is of little benefit because of limited skills in reading, math, computer application and study techniques. To improve job performance, this level of worker needs instruction that integrates basic skills instruction with job training.

The third level involves job-specific literacy programs designed to relate to critical job tasks. Job-related literacy programs often help prevent mistakes that affect safety, productivity or promote.

To assess the level of need, a literacy audit is conducted. Literacy audits provide information on the basic skills needed to perform job tasks through observation, analysis of written materials used on the job and interviews with employees and supervisors. Analysis of the literacy audit allows employers to custom design materials and training to their workers needs (The Bottom Line: Basic Skills in the Workplace, 1988).

As strategies and programs are developed to address the needs for a better educated workforce, a number of issues have emerged. These issues focus on availability and types of resources, definition of workforce literacy, curriculum and its content, and evaluation and assessment of the success of the program (Imel, 1989).

Resources - Training programs in the workplace require human, financial and capital resources to operate. There is a concern that scarce resources may result in not reaching the persons in the workforce who need it the most. Resources need to serve both employment-related literacy programs as well as basic skill programs (Workplace Literacy Programs: A New Business Basic, 1990).

Definition - There is some confusion over what the term "workplace literacy" means. Because of the wide range of programs being offered in the workplace, a framework for categorizing programs is needed (Workplace Literacy Programs: A New Business Basic, 1990).

Curriculum - What to teach is another issue. Business and industry are not always sure about the specific skills their employees need, nor how they are to be taught. The focus of the literacy program is another issue. The business community is divided on helping adults learn basic skills or in providing training for job-specific tasks. What is the extent of the obligation by the business community to improve the literacy of their employees? These questions and issues need to be addressed before an effective program can be implemented (Imel, 1989 and Workplace Literacy Programs: A New business Basic, 1990).

Evaluation and Assessment - Several issues revolve around the perceived conflict between the adult learner and the employer in assessing learner accomplishment and in evaluating the success of the workplace literacy program. A successful workplace literacy program should produce observable results for the employee, while providing information to management to help measure and document program effectiveness (The Bottom Line: Basic Skills in the WorkPlace, 1988 and WorkPlace Literacy Programs: A New Business Basic, 1990).

Illiteracy costs business and industry billions of dollars annually in lost productivity, workplace accidents, absenteeism, poor product quality, frequent turn over and lost management time. To meet the demands of the workplace and the workforce of the future, a cooperative effort is needed between schools, communities and employers to ensure competition and economic development. To remain competitive in the world economy, the private sector must provide both basic literacy skills and job-related skills education in the workplace (The Bottom Line: Basic Skills in the Workplace, 1990).

## IMPLICATIONS FOR EXTENSION INITIATIVES

Texas is 47th among the 50 states in adult literacy. Illiteracy rates are high among our high school

dropouts, especially among minority youth. Illiteracy is a cycle that repeats itself in families. And, illiteracy costs business and industry billions of dollars annually in lost profits and productivity. Much needs to be done to improve the literacy ranking of Texas. The Texas Agricultural Extension Service can serve as a community partner to help address literacy at the local and state level.

If Extension is to address a state literacy initiative, the following strategies need to be considered.

1. Community and Public Awareness

   * Collect data to determine the level of illiteracy in the county or community.

   * Initiate a strategy for informing the community about local illiteracy rates and the programs available to help combat it.

2. Community Partnerships

   * Organize local and state agencies, volunteer groups and community business people to form a community partnership taskforce to provide a means of referral for clientele, volunteers, and program managers to expand the literacy educational efforts and establish a more effective marketing strategy for program involvement.

   * Develop a community directory of literacy programs available and the agencies, organizations, private and public sectors participating.

   * Work cooperatively with literacy programs in the county as an adult and family education instructor. Utilize Extension materials as supplemental information in basic skill development instruction.

3. Statewide Training and Networking

   * Develop a statewide inservice education program for Extension employees, county government employees, local agencies, volunteer groups, business and industry. This inservice program would provide participants a better understanding of the problems of illiteracy and provide a means of encouraging participants to become more involved in literacy programs in the community.

   * Encourage Extension homemaker club members and other Extension clientele to become adult, family or workplace literacy tutors.

   * Establish linkages with the adult education cooperatives, local literacy councils or other literacy programs to initiate adult literacy Extension clubs to expand literacy skills in homemaking, management, parenting, nutrition and consumer education issues.

## CONCLUSIONS

Literacy is not only the ability to read and write but the possession of basic skills to function as a productive member of society. These fundamental skills are necessary to participate in the economic, political, social and cultural life of the community. Illiteracy creates barriers to participation. Literacy education for adults, families and at the workplace, help break down the barriers that prevent many Texans from fully participating and taking advantage of the opportunities open to them.

Given the magnitude of the illiteracy problem in Texas, it is imperative that a partnership of concerned, involved citizens in business, industry, education, local and state government, volunteer

organizations and taxpayers work together to address illiteracy. The goal must be a literate, working, responsible citizenry in Texas.

## ACKNOWLEDGEMENT

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# Texas Agricultural Extension Service

## WHITE PAPER

## The Illiteracy Crisis in Texas: Extension's Response

Texas is faced with alarming statistics related to the literacy of its citizens: 18% of adults have not completed the 8th grade, 36% of adults have not completed high school, 63% of AFDC payments are made to individuals who have not completed high school, and 85% of the inmates in Texas prisons have not completed high school. It is estimated that one in three adults cannot read, write or perform basic math skills well enough to be productive on the job. The increase of immigrants and minority populations (Asians, Hispanics, Afro-Americans) in our state compounds the literacy problem. A wide variety of agencies and organizations provide adult literacy services in Texas. However, in a survey conducted by the Texas Department of Commerce, no programs were reported in 76 (66%) of the 116 counties with populations less than 9,999, and 21 (39%) of the 54 counties with populations between 10,000 and 19,999. It is estimated that 80% of those citizens in need of literacy education are not being reached. (source: Texas Literacy Council Resource Guide, 1990)

Literacy is not only the ability to read and write but the possession of basic skills to function as a productive member of society. These fundamental skills are necessary to participate in the economic, political, social and cultural life of the community. Clearly, illiteracy creates barriers to participation. Literacy education for adults, families and at the workplace, help break down the barriers that prevent many Texans from fully participating and taking advantage of the opportunities open to them.

A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills. Parents who cannot provide adequate educational, economic, emotional, and social surroundings are at risk of perpetuating the cycle of "at risk" children. Conversely, children of parents who have a positive attitude toward education and have high achievement expectations tend to become higher achievers. It is clear that family literacy programs, where a parent and child share learning experiences and improve their literacy skills, can help break the cycle of intergenerational illiteracy.

A new terminology "workforce literacy" denotes the basic skills needed by workers to function effectively in the economy. Young adults entering the workforce must have a broad range of skills necessary for successful job performance in today's work environment. It is estimated that 20 percent of the Texas workforce lacks the skills to function productively on the job. Illiteracy costs business and industry in lost productivity, absenteeism, poor product quality and lost management time.

A wide variety of agencies and organizations provide adult literacy services in Texas, especially in largely populated counties and communities. These include education cooperatives, school districts, libraries, civic organizations, private literacy programs, federal agencies and business and industry. Nonetheless, much needs to be done to encourage a cooperative effort between these service providers to address literacy at the local and state level and to stimulate literacy programs in sparsely populated counties.

Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

## EDUCATIONAL OBJECTIVES

Extension is committed over the long term to provide programming that will support literacy efforts in Texas. To this endeavor, the following objectives will be pursued:

1. To report and disseminate literacy statistics in Texas counties focusing on current programs, the illiteracy rate, and areas of greatest need.

2. To provide information and programming materials to Extension faculty on adult, youth, and family literacy.

3. To collaborate with public and private literacy agencies and organizations in order to improve the delivery system of literacy programs to clientele.

## ACTION PLAN

The overall plan of action to address literacy in Texas has three major components. These are literacy awareness, programmatic responses, and cooperation and coordination with other state agencies and organizations.

1. Literacy Awareness:

    a. Review the Extension Service Long Range Educational Program, the Texas Literacy Council Resource Guide, and demographic data from various resources. Collect baseline data to determine program need, direction, and success. Disseminate information to county extension agents for local referrals.

    b. Develop approaches for organizing local literacy programs for interested county extension agents.

    c. Keep Extension faculty informed of current and future literacy trends and needs through appropriate information channels.

2. Programmatic Responses:

    a. Develop a family literacy program using currently available and recognized models as guidelines. Conduct demonstration projects in selected/interested counties.

    b. Coordinate programmatic efforts with the Texas Extension Homemakers Association.

    c. Coordinate with Extension faculty to determine appropriate programmatic activities and materials for adults, youths, and families.

    d. Review publications in subject matter areas related to agriculture and home economics to assess the readability for low-literacy audiences.

    e. Revise and produce TAEX publications in subject matter areas for low- literacy Extension audiences. Make these materials available for use in local literacy programs.

    f. Identify learning materials related to TAEX Issues and Initiatives that are appropriate for low-literacy audiences.

    g. Promote awareness of workplace literacy programs across the state to Extension faculty, literacy providers, and business and industry.

    h. Pursue funding for the establishment of literacy programs and the revision of

educational materials.

3. Program Coordination

   a. Develop strong linkages with Texas Center for Adult Literacy and Learning, Texas Education Agency, Texas Literacy Council, Literacy Laubach of Texas, Literacy Volunteers of America, and local and county literacy programs in order to improve the delivery system of literacy programs to clientele.

   b. Inform Extension faculty of the role and function of the above mentioned agencies.

EVALUATION

1. Monitor progress in awareness: newsletters or newsletter inserts produced and disseminated, contacts with Extension faculty, quarterly information sheets for public distribution.

2. Monitor progress in programming: literacy programs established; educational materials assessed, revised, or produced; existing low-literacy materials identified for use in Extension programs; grants sought or obtained.

3. Monitor coordination of network building: literacy programs contacted, coalitions established, volunteers referred to literacy programs.

4. Field test educational materials.

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Texas Agricultural Extension Service

*People Helping People*

# GOALS OF SELF CARE

## Parents' Guide to Responsible After-School Self Care for Children

This series of leaflets is primarily for families in which parents work outside the home. However, responsible self care by children is important to most parents. As children grow toward their teen years, they increasingly gain independence from their parents. The timing and amount of independence a child assumes should be based on the child's abilities for self care and responsible decision making.

Information in these leaflets will prepare children for emerging independence and self-reliance.

The amount of self care assumed by children varies from family to family. Likewise, the capabilities of children for self care vary from child to child (even within the same family). Important steps for parents are to determine the readiness of children for partial self care and areas where children need support and help.

### A Self Care Checklist*

| Yes | No | |
|---|---|---|
| _____ | _____ | 1. Is the child mature enough for partial self care? |
| _____ | _____ | 2. Is the child willing to try partial self care? |
| _____ | _____ | 3. Can the child handle problems that could arise? |
| _____ | _____ | 4. Can the child communicate with adults? |
| _____ | _____ | 5. Can the child handle common self care tasks? |
| _____ | _____ | 6. Does the child feel secure about being alone? |
| _____ | _____ | 7. Is there adult help nearby? |
| _____ | _____ | 8. Is the neighborhood safe? |
| _____ | _____ | 9. Is the household safe? |
| _____ | _____ | 10. Has the child been prepared for self care? |

*Checklist adapted with permission from *The Handbook for Latchkey Children and Their Parents* by Lynette and Thomas Long.

A "no" response to any of questions 1 through 10 indicates areas of concern.

| Yes | No | |
|---|---|---|
| _____ | _____ | 11. Has any of the child's behavior in the past year caused you concern about his or her safety? |
| _____ | _____ | 12. Does the child lack skills in handling telephone calls? |
| _____ | _____ | 13. Is the child unable to reach you or another adult by phone? |
| _____ | _____ | 14. Does the child need any special supervision? |
| _____ | _____ | 15. Does the child lack information on how to handle persons who may come to the home while you are away? |

A "yes" response to any of questions 11 through 15 indicates areas of concern.

16. Is your child . . .

| | Points |
|---|---|
| 12 - older | ____ 1 |
| 11 - 12 | ____ 2 |
| 10 - 11 | ____ 3 |
| 9 - 10 | ____ 4 |
| 9 - younger | ____ 5 |

17. What is the daily amount of time the child is responsible for self care?

| | Points |
|---|---|
| 1 hour or less | ____ 1 |
| 1 - 2 hours | ____ 2 |
| 2 - 3 hours | ____ 3 |
| 3 - 4 hours | ____ 4 |
| 4 or more hours | ____ 5 |

18. Describe communication between you and the child.

| | Points |
|---|---|
| Talk about most things. | ____ 1 |
| Talk about important things. | ____ 2 |
| Talk about some things. | ____ 3 |
| Talk about few things. | ____ 4 |
| Tend not to talk | ____ 5 |

19. How many other children are at home for self care?

| | Points |
|---|---|
| 0 | ____ 0 |
| 1 | ____ 1 |
| 2 | ____ 2 |
| 3 | ____ 3 |
| 4 | ____ 4 |
| 5 | ____ 5 |



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Texas Agricultural Extension Service

# GOALS OF SELF CARE

## Self Care for Children – A Guide for Parents

Many parents work outside the home. Sometimes children must take care of themselves at home after school. ALL children need to learn to become independent in a safe way. Planning ahead will make this easier.

Children in some families are ready to try self care. But even within the same family, some children may be ready and others not. Look at this check list with each of your children in mind.

### A Self Care Checklist*

| yes | no | | |
|---|---|---|---|
| ___ | ___ | 1. | Is the child mature enough to try self care? |
| ___ | ___ | 2. | Does the child want to try? |
| ___ | ___ | 3. | Can the child handle problems if they happen? |
| ___ | ___ | 4. | Can the child talk with grownups easily? |
| ___ | ___ | 5. | Can the child handle tasks alone? |
| ___ | ___ | 6. | Does the child feel safe when left alone? |
| ___ | ___ | 7. | Is a grownup nearby? |
| ___ | ___ | 8. | Is the neighborhood safe? |
| ___ | ___ | 9. | Is the house safe? |
| ___ | ___ | 10. | Has the child been prepared for self care? |
| ___ | ___ | 11. | Has the child's behavior in the past year been typical of those in his or her age group? |
| ___ | ___ | 12. | Does the child have experience in handling phone calls? |
| ___ | ___ | 13. | Can you or another grownup be reached by phone in an emergency? |
| ___ | ___ | 14. | Can the child get along without special supervising? |
| ___ | ___ | 15. | Does the child know what to do about persons who may come to the home while you're away? |

* If you answered "no" to any of these, you may want to wait before trying self care.



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Servicio de Extensión Agrícola de Texas

# METAS DEL PROGRAMA PARA CUIDARSE SOLOS

## Niños Que Se Cuidan Solos---Una Guía para Padres

Muchos padres trabajan fuera del hogar. A veces los niños se tienen que cuidar solos en casa después de la escuela. TODOS los niños necesitan aprender cómo ser independientes en una manera segura. Planearlo hará esto más fácil.

Los niños en algunas familias están listos para tratar de cuidarse solos. Pero aún dentro de la misma familia, algunos niños pueden estar listos y otros no. Revise esta lista teniendo en mente a cada uno de sus hijos.

**Lista de Verificación para Cuidarse Solos***

| SI | NO | |
|---|---|---|
| _ | _ | 1. ¿Está el niño suficientemente maduro para tratar de cuidarse solo? |
| _ | _ | 2. ¿Quiere su hijo intentarlo? |
| _ | _ | 3. ¿Puede resolver su hijo los problemas si se presentan? |
| _ | _ | 4. ¿Puede hablar su hijo con adultos fácilmente? |
| _ | _ | 5. ¿Puede hacer su hijo las tareas solo? |
| _ | _ | 6. ¿Se siente su hijo seguro cuando se queda solo? |
| _ | _ | 7. ¿Hay un adulto cerca? |
| _ | _ | 8. ¿Es seguro el vecindario? |
| _ | _ | 9. ¿Es segura la casa? |
| _ | _ | 10. ¿Ha sido preparado su hijo para cuidarse solo? |
| _ | _ | 11. El comportamiento de su hijo durante este último año, ¿ha sido el típico de otros niños de su misma edad? |
| _ | _ | 12. ¿Tiene su hijo experiencia en contestar llamadas telefónicas? |
| _ | _ | 13. ¿Puede ser localizado usted u otro adulto por teléfono en una emergencia? |
| _ | _ | 14. ¿Puede quedarse solo su hijo sin ninguna supervisión especial? |
| _ | _ | 15. ¿Sabe qué hacer su hijo si llegan personas a la casa mientras usted esté fuera? |

* Si usted contestó "no" a cualquiera de estas preguntas, quizás desee esperar antes de dejar que su hijo se cuide solo.



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Texas Agricultural Extension Service

# Family Literacy

Sylvia Cuéllar*

## *Situation*

Parents, especially mothers, have a strong influence on their children's attitude toward education. Before children enter school, most of their intellectual and emotional growth has already occurred. Parental involvement and support for school endeavors, including homework, open communication with school personnel, and participation in school activities, is vital for children who have begun school.

Yet, a growing number of parents is unable to meet this challenge. Consequently, at least one-third of the nation's children are at risk of school failure even before they enter kindergarten.[1] Parents with low-literacy skills often feel intimidated by school. Having failed in their own educational efforts, they cannot read books to their preschoolers, read notes sent home from school, or help their children with their homework. The result is children whose enthusiasm for school is diminished. Disenchanted with school, these youths drop out, have children before they're emotionally or financially ready and begin the cycle anew.[2] Family literacy attempts to break this cycle.

## *What is Family Literacy?*

Family literacy means parents and children learning together. This sharing promotes a family environment which supports and expands the range of literacy activities in the home. Family literacy programs encourage parents to acquire skills to help their children learn. In family literacy programs both parents and children become teachers and learners.

## *Important Concepts*

Although programs vary in structure from site to site, they all have certain commonalities.

- ✔ They all treat families as a whole, rather than dealing with each member separately. Parents and children learn together and from each other.
- ✔ Family literacy programs begin with the strengths of the family, rather than "fixing what's wrong." Lessons build on learners' experiences, needs and interests. In doing so, students - both parents and children - discover that they do indeed have knowledge to impart.
- ✔ Parents learn the importance of being their children's first teachers. They expand on what they do know, and learn techniques to further their children's learning.
- ✔ Parents work on improving their academic and vocational skills to help them improve their economic condition.

## *The Models*

The Kenan Model is an expansion of the PACE model, developed by Sharon Darling in the mid-1980s, and is the model utilized by the National Center for Family Literacy in Kentucky. A typical day in the Kenan model program begins with low-literacy parents and their three- and four-year olds arriving at school together. After eating breakfast, parents and children go to separate but close-by classrooms. Parents attend ABE/GED classes and work on vocational skills, while children plan and implement their own daily learning activities. Parents and Children Together (PACT) time follows with parents assisting their children in child-initiated activities. In the second half of the period, the teacher demonstrates an activity that both parent and child might enjoy at home.

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After having lunch together, parents volunteer in the school while their children nap. During the final period, parents meet with teachers for parenting skills while the children play outside. Participants attend three days a week from September through May.

Other models involve cooperative efforts among libraries, community colleges, churches, government agencies and homeless shelters. In Indiana, a family literacy project addresses the needs of homeless families and those living in public housing projects. Financial and in-kind support is derived from a unique combination of homeless assistance grant funds, adult education resources, and local school district monies.

In El Paso, Texas, Project FIEL (Family Initiative for English Literacy) serves limited English speaking families. The program offers a bilingual setting where parents and children work together using a five-step curriculum model which relies heavily on students' prior knowledge.[3] Other ESL programs are in operation in Arizona, Oregon and Utah.

In Eau Claire, Wisconsin, a family literacy program comprises a partnership between the YMCA and Department of Human Services. Parents and children enjoy the facilities of the Y, and parents attend parenting skills classes.

Parental involvement is vital to the success of these programs in that the parents serve as a link and resource to their families. By building self-confidence and a positive attitude toward education, these and other family literacy models appear to be one hope of interceding in the cycle of illiteracy.

## *TAEX Response*

Extension personnel can serve as catalysts to promote family literacy programs in their communities. For example, Extension agents may begin by contacting local representatives of libraries, Head Start programs, housing authorities, adult basic education cooperatives, child care centers, community colleges, churches, school districts, literacy programs, and health centers. The next step would be to bring together representatives from the community for active dialogue to help build partnerships able to provide family literacy programs.

## *Resources*

1. Harold Hodgkinson, "Reform Versus Reality," *Phi Delta Kappan*, September 1991, pp. 9-16.

2. David Perkins and Dick Mendel, *A Place to Start: The Kenan Trust Family Literacy Project*, Louisville, KY: National Center for Family Literacy, 1989.

3. Elizabeth Quintero and Ana Huerta-Macias, *Project FIEL: Family Initiative for English Literacy Handbook*, El Paso: El Paso Community College, 1991.

Texas Agricultural Extension Service

# Literacy and Youth

Peggy Owens*

## *Situation*

For the first time in history, Texas youth are growing up less prepared than their parents to become productive members of society. Part of the problem is alarming statistics related to the literacy of our youth. One out of three students in high school does not graduate. Eleventh graders score at or below the national average in reading and writing. Thirteen percent of all 17-year-olds are functionally illiterate, and illiteracy rates are high among minority youth. Approximately one-half of all Hispanics, one third of all Blacks and one-quarter of all Anglos do not complete high school. There are 80,000 dropouts from our public schools each year.

Children who don't have the basic developmental skills when they enter school are 3 or 4 times more likely to drop out in later years. Over 50 percent of children living in poverty enter school two or more years behind their peers. In 1988, one-fourth of the 1st graders entered school living in poverty. Illiteracy perpetuates itself; 51 percent percent of the adults receiving aid to families with dependent children have not completed high school.

If current performance and drop-out statistics are not improved, here is what would happen to 100 children entering kindergarten today in Texas: 18 would drop out before the 8th grade; 27 would drop out of high school before graduation; of the 55 who graduate, seven would be unable to write. In other words, 52 of the original 100 will have less than a high school education.

What can be done to help reduce the illiteracy rate among Texas youth? A cooperative effort at the county and community level between the school districts, library, local literacy program, civic and youth organizations is needed to reach "at-risk youth." The National Center for Family Literacy states, "Children learn more rapidly when they initiate the learning and are active participants in learning." Children respond by example and modeling. It is important that children and youth have appropriate role models to encourage and promote their success in school.

One way to provide appropriate role models for "at-risk children and youth" is to provide opportunities for interaction with their peers. Youth mentors and peer educators form a bond that can encourage success and improve self-esteem and self-worth. This is especially important for young children who need a successful role model to emulate. 4-H and other youth in the community can become those role models.

## *Educational Objectives*

The Texas Agricultural Extension Service Literacy Initiative has outlined two objectives to help address youth and literacy at the local level. The Educational Objectives are:

- o Facilitate the establishment of youth mentors and peer educator programs.
- o Encourage youth and 4-H members to become involved in literacy through special community projects and programs.

## *TAEX Response*

To reach "at-risk youth" (particularly the preschool and early elementary age child), the TAEX Literacy Initiative in partnership with the 4-H and youth program can establish youth mentor and peer educator programs. These youth mentors adopt a "buddy" to emphasize reading as an enjoyable and educational activity and encourage success in school. A youth or 4-H club could adopt a whole

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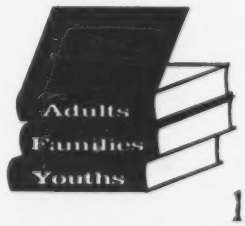
LITERACY 

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classroom to serve as tutors, reading buddies or "big brothers or sisters."

Many youth-initiated literacy activities could be undertaken to reach low literate or "at-risk" youth. Examples include:

- **Reading Fest** - A 4-H and youth community service project targeted to young children to emphasize the importance and pleasure of reading, and to encourage young children to read for information and pleasure.
- **Reading Buddies** - In cooperation with the school district, 4-H members and other youth organizations would adopt a below grade level reading student to help improve reading skills.
- **Pair-Up** - 4-H and youth volunteers would work one on one with elementary grade students who have problems in reading, writing and arithmetic.
- **Lap Reading** - 4-H and youth volunteers work with local preschools, kindergartens or day-care centers to serve as volunteer readers to establish a joy of reading and foster self-esteem.
- **Literacy Club** - Older 4-H members and high school youth establish a Literacy Club to encourage youth in the community to become more involved in community literacy efforts. Community service projects, in cooperation with local literacy council projects, may include: a book fair, read-a-thon, distribution of flyers of literacy activities, volunteering at the library or literacy council office.
- **Trained Tutor** - Some older teens may be interested in becoming trained literacy tutors. Investigate requirements at the local literacy council.
- **Mentor/Tutor** - 4-H and youth volunteers serve as peer educators to older elementary or high school students needing additional help to prevent dropping out of school.

A strong community partnership among community organizations, school districts, libraries, volunteer groups and youth organizations can expand the literacy education efforts. Youth in the community have a lot to offer by serving as role models or mentors to other youth who may be "at risk" of dropping out or just need encouragement for success.

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2. *Youth at Risk White Paper.* Texas Agricultural Extension Service, 1991.
3. *Extra! Extra! Read All About It.* Texas Extension Homemakers Association. Family Life/Resources Committee. Literacy Workshop. Austin, TX, September 1991.

Texas Agricultural Extension Service

# Literacy Programs: Guidelines For Utilizing Volunteers

Peggy Owens*

According to Webster, a volunteer is "one who enters into or offers himself for a service of his own free will without expectation of remuneration." As communities become more aware of and interested in the problem of illiteracy, volunteers are coming forward to offer to "teach someone to read."

Once a literacy coalition is established and the local literacy program has been defined, consideration must be given to the recruitment and management of volunteers. Volunteers are a tremendous resource to any group or organization. The effective integration of volunteers into the program requires planning, time for implementation and sensitivity. The following information provides a guide to establishing a volunteer program. Components include: planning, job description, recruitment, curriculum development, selection and training, supervision, evaluation and recognition. A well thought out plan will provide the guide for implementation of an effective volunteer literacy program.

## *Components of a Volunteer Program*

### ☐ Planning and Coordination

Planning is worth the time it takes. Planning brings about desired results. Three basic steps outline the process.

1. **Explore** the direction and needs of the program. How can volunteers help meet these needs?
   - o To begin planning, look at the program. Is there a clear purpose, goals and objectives?
   - o What are the advantages and payoffs for staff, clients, volunteers?
   - o What is the cost in dollars, time and effort?
   - o What is needed to establish and maintain a system for managing volunteers?
   - o Are volunteers feasible in relation to time, skills and resources?
   - o Are there resources available for (1) volunteer recruitment and training (2) curriculum development (3) support for tutors and students and (4) evaluation of volunteer efforts.
   - o Are there similar programs available in the community? Will this program be viewed as competition or coordination?

   Develop a list of program and staff needs during the exploration step. Determine if volunteers are to be used. If the answer is yes, go to step 2, **Establish**.
2. **Establish** priorities for the program and clientele needs. Identify coalition members willing to help develop a volunteer program. Identify at least two persons willing to work directly with volunteers. Commitment on the part of coalition members, volunteers, students and others is essential to the success of a volunteer program. Address concerns and problems prior to moving on to step 3.
3. **Develop** a volunteer management system which considers volunteers, staff and coalition members. The system should include:
   - o a clear definition of who does what and when;
   - o sequence of steps;
   - o anticipation of road blocks, difficulties and backup plans; and
   - o goals set for the year in terms of number of volunteers to be recruited and trained, number of trainings per year, projected number of students to be taught.

   A volunteer management system need not be formal, rigid or complex. A system should fit the characteristics and style of the day to

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day program operation. A plan that considers people's needs as well as principles of volunteer management makes volunteer programs successful.

☐ **Job Description**

Many program managers consider people's motives for volunteering, but it may be more important to focus on what keeps volunteers satisfied with their work. A good job description is essential.

A job description starts with understanding the elements to any good job: the "satisfiers." A good job description considers:

- o **Clear role** - what is required as a literacy volunteer. Involve the volunteer in planning and setting goals.
- o **Impact** - the volunteer wants to see that he/she has made a contribution to the program.
- o **Interaction** - the volunteer wants to feel part of the plan.
- o **Opportunity to grow personally and professionally** - volunteer must feel that skills are being utilized and that opportunities for responsibility, new experiences and creativity are part of the job. Guidance and training are an essential part of the job description.
- o **Recognition** - volunteers want be known on a first name basis, recognized for their contribution and feel respected and looked upon as more than a volunteer.

The best job descriptions are simple, organized and straight forward. They are a foundation for volunteer recruitment, screening, supervision, training and evaluation. A job description includes:

1. **Title** - each volunteer should have a descriptive title. Titles give volunteers a sense of identity and identity for the program staff.
2. **Purpose of job** - a clear purpose guides volunteer performance. It increases volunteer and supervisor's understanding of the volunteer roles. List the requirement for the job, the training provided, to whom the volunteer is responsible and the time commitment required. Written discussions of responsibilities serve as guidelines and job criteria. Outline the qualifications needed for this volunteer position; clearly present personal characteristics and experience required for the job. Each volunteer should be given a copy of the job description standards, thus diminishing the chances of misunderstanding.
3. **Supervisor** - specify the volunteer's supervisor/coordinator and how to contact that person. Knowing who to contact for questions or help gives the volunteer a sense of security.

☐ **Volunteer Recruitment/ Selection**

Finding literacy volunteers requires careful planning. Plan a recruitment approach based on the job description. Choose a target group. Make the appeal, then evaluate the effort.

How to recruit? A media campaign is an effective way to recruit tutors. Media coverage highlights the need for tutors, areas where volunteers are needed, dates for scheduled trainings and requirements for volunteers. Special newspaper stories, TV and radio spots, and posters are effective means of recruiting. Special flyers and announcements in church bulletins are also effective. These activities should be repeated throughout the year.

Another effective strategy is to speak to community groups. Provide literacy awareness to the groups targeted as volunteers. A better understanding of the literacy problem in the community will help people determine if they want to volunteer.

☐ **Curriculum Development**

An effective tutoring program has a curriculum and resource materials for tutor and student use. There are several adult basic education curricula available. Contact the local library, State Department of Education or national literacy programs such as Literacy Volunteers of America and Adult Literacy Laubach.

Deciding on a curriculum should be the role of the volunteer coordinator and members of the literacy coalition. Ask college reading specialists, coordinators of state literacy programs and other expert resource persons to review and evaluate materials under consideration.

The goal of a literacy program is to teach and improve basic reading, writing and sometimes math skills. A literacy program should be able to introduce basic skills, reinforce and review those skills and to build new skills that increase the students' literacy level.

Therefore, a successful curriculum has the following:

- o A training program for volunteer tutors.
- o Materials geared to the interest and abilities of the student.
- o Readability level guidelines.
- o A method of introducing new skills that reinforce learned skills.
- o Supplemental materials appropriate for students' lifestyle and interests.

- A means of on-going evaluation.

No matter what instructional program is undertaken, both student and tutor must be clear on short and long term goals to be achieved and the time frame in achieving them.

☐ **Selection and Training**

A volunteer program's success depends largely on finding the right person. The selection process is critical in placing literacy volunteers as tutors or in some other volunteer capacity.

The selection process has four steps:

1. **Receiving recruitment responses**. Most responses will be via telephone or office visit. How that person is received will determine further interest by that potential volunteer as well as establish a first impression of the total program. Provide the potential volunteer with basic program information; ask for name, address and phone number, and other pertinent information; set up an appointment for interview; and explain the screening process. If it is a telephone inquiry, send an application and other information by mail.

2. **Screening**. Screening should be clear, focused and straight forward and should take place before the interview. Screening has a clear purpose. It determines people's skills, acquaints people with volunteer opportunities and attempts to make an mutual match to skills and interests.

   Screening may result in (1) an indepth interview of a qualified applicant (2) refusal of a potential volunteer who doesn't meet the qualifications (3) referral to another volunteer opportunity (4) a listing of potential volunteers for later use.

3. **Interviewing**. Interviewing begins the relationship between volunteer coordinator and volunteer. Interviewing procedures should be carefully thought out. Roles and responsibilities must be clearly outlined. Explain what is expected of the volunteer including commitment, loyalty, dependability, sincerity, flexibility, a sense of humor and empathy for the client. Be sure not to ask questions that are legally inappropriate. Do ask questions that will gain insight into the volunteer's job experience, perception of self, temperament and reason for volunteering. Check references if applicable. An interviewer's checklist aids in gathering the information you need as well as the information you plan to give the interviewee. The checklist can later be used in the selection process.

4. **Selection**. Selection can take place during the interview process or later, after all interviews have been held. A selection committee reviews all potential candidates and evaluates each on predetermined criteria. Contact all persons interviewed. Inform those selected of their role and when orientation is scheduled. Inform those persons not selected and thank them for their interest.

Training is essential to any volunteer program and is a necessity for preparing literacy volunteers in their role as tutor. There are three steps in the training process:

- **Orientation** - orientation is held prior to actual training. Orientation gives an overview of the program including its history, purpose and objectives, administrative structure, policies and procedures, rules and regulations. Provide a tour of facilities if needed. The orientation often helps potential volunteers understand program expectations and determines further interest.

- **Pre-service training** - the amount and type of training volunteers should receive prior to tutoring or other volunteer assignments, depends upon their past experience, the particular need of the volunteer and the amount of skill required to do the job. If a specific program is being used with literacy students, then specific training is needed to help volunteers implement and teach in the prescribed manner as outlined in the program.

  Keep training programs simple. Be sure the program provides the volunteer with the knowledge, skills and attitudes necessary to perform effectively on the job. Provide volunteer with an outline of the training plan. Be sure each volunteer understands the time commitment needed to receive training.

- **Inservice education** - schedule periodic inservice opportunities for volunteers throughout the year. These inservice sessions provide time to meet volunteer needs, answer questions and support their teaching efforts.

☐ **Matching**

Matching volunteers with students or other appropriate tasks requires consideration of the volunteer's skills, training, time availability, geographic location and personality traits. Careful matching as a tutor or volunteer for program support

insures both student and volunteer satisfaction. A coordinator of volunteers can be the liaison between volunteer, student and program administration. The coordinator can address both volunteer and student concerns and act as a link to program success.

☐ **Supervision and Coordination**

Volunteers need to know to whom they are accountable for their part in the organization's program. The coordinator of volunteers supervises all volunteer work. The coordinator understands the volunteer's job and provides the training and support to new volunteers. Communication among coordinator, volunteer, student and program staff is essential.

☐ **Recordkeeping**

Accurate up-to-date reporting provides information which can be used to manage and access the use of volunteers. Recordkeeping should be tailored to meet program needs. An economical, systematic plan focuses on gathering essential information needs in an easily retrievable and useful manner.

Design forms that generate pertinent information. From time to time distribute questionnaires to gather specific information such as:

- o workshop and inservice evaluation
- o student information
- o volunteer placement
- o volunteer time, expenses, specific talents, conferences scheduled.

Gathering this information helps in grant writing. (For example: student demographics and volunteer in-kind contributions.)

By thinking through the recordkeeping process, the needed information can be gathered while preventing unnecessary paperwork.

☐ **Evaluation**

Develop an evaluation plan at the beginning of the program year. The evaluation includes an objective look at program goals and objectives and how well they were met. Include recommendation for program improvement. Evaluation should involve everyone affected by the volunteer program.

Evaluation can be formal or informal. Evaluation should be systematic, but simple. Evaluate the **program** separate from staff, volunteers and students. Use evaluation results to improve program effectiveness or volunteer performance.

When evaluating volunteer or student performance, identify strengths and weaknesses and where more training or help is needed. Develop a plan to help volunteers improve or learn more about teaching students. Establish a work improvement plan. This plan has clear, measurable objectives and a time table for another review. Progress should be charted to create enthusiasm for teaching by the volunteer and learning by the student.

☐ **Recognition**

Recognition helps volunteers know they are doing a good job and that they are appreciated. Personal recognition not only singles out achievements and contributions, it also focuses public attention on the program and on volunteer involvement. Awards ceremonies, presentation of certificates and plaques are major ways to give formal public recognition.

Informal recognition is ongoing and tailored to the individual. Recognition should be acknowledged for work done - not just to the person. An occasional pat on the back, a "thank you," "a good job," gives the volunteer a sense of gratification for the free services they are providing.

## *Summary*

A volunteer tutor literacy program can enhance delivery of services to clientele. The essential components - planning, coordinating, recruiting, training, matching, supporting, recordkeeping, evaluation and recognition - must mesh together for the program to be successful. They are also essential in establishing community support and involvement in the program and give a sense of ownership.

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Texas Agricultural Extension Service

# Building a Literacy Coalition

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## *Situation*

Thousands of young Texan parents who have dropped out of school now find themselves lacking the skills enabling them to survive and prosper in our increasingly complex society. Partly literate, partly skilled, home-bound, poor, often abandoned by spouses and without friends, run ragged by their children, they live without hope. In their isolation, these parents set the stage for failure. They instill in their children a belief that education is not valuable, that it is not for them.[1] Consequently, the cycle continues.

At the same time, reading is becoming essential in more and more occupations, from farming to working in a laundry with computerized washing machines. The written word has become more important in industry, with more manuals to scan, more notes to write, and more forms to fill out.[2] Yet, current researchers report an increasing mismatch between job skill requirements and the available pool of workers. According to the Southport Institute for Policy Analysis, there is no way in which our country can remain competitive in a global economy, maintain its standard of living, and support the retirement of the baby boom generation unless we mount a forceful national effort to help adults upgrade their basic skills now. A combined effort of government, business, and volunteer literacy programs is needed to address the problem. At the present, all the public and private literacy programs combined provide services to only about 19 percent of those who need help.[3] In rural Texas, the situation is grim. Sixty-six percent of the counties with populations less than 9,999 have no literacy programs at all.[4]

## *TAEX Response*

The fostering of local literacy networks aids communities as well as individuals. Extension personnel, working cooperatively with business persons, librarians, educators, and local government representatives, can help organize community literacy coalitions. Members of a literacy coalition participate as partners in program planning, tutor and volunteer recruitment, and as local ambassadors to help publicize the community's literacy efforts.[5] Extension faculty are instrumental in the coalition building process by finding answers to certain questions, and in getting people organized. The following guidelines outline the steps in organizing a local literacy coalition.

☐ To begin, conduct a needs assessment. Extension personnel have access to demographic information that will indicate the needs of the county:

- o school dropout rate
- o unemployment rate
- o number of families on AFDC, WIC, food stamps
- o minority population
- o income level of the county; indicators of low paying jobs, lack of skills
- o number of early childhood programs
- o reading test scores of 3rd, 5th, 9th, 11th grades
- o number of citizens in need of tutor training
- o number of agencies providing services, if any
- o who these agencies are serving

☐ Next, help promote awareness of the local illiteracy situation by:

- o disseminating an information brochure that defines the issues of adult literacy and why it is important in the community.

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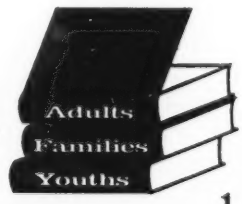
LITERACY 

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- o contacting service clubs in the community, asking to be scheduled as a speaker on literacy issues, and adding these service clubs to the Extension newsletter mailing list.
- o contacting the community relations manager in larger local firms and offering to contribute an article about the local literacy issue in the company newsletter. In doing so, it is important to illustrate the partnership potential between area businesses and a literacy program.
- o publicizing the illiteracy dilemma through Chamber of Commerce publications.[6]

☐ Once the community has become aware of the need for a literacy program, the next question is what to do about it. Work toward forming a local literacy coalition by following a step-by-step process in resolving certain issues and answering particular questions:

- o Determine which individuals/groups show the greatest interest and may offer the best help. (See list on following page.)
  - ■ Who has expertise in literacy, fund raising, networking?
  - ■ Who has shown an interest in literacy during the awareness phase?
  - ■ Who might be willing to offer financial aid, physical resources, or services?
    - • scholarships for books and supplies
    - • sites where tutoring may take place, meetings may be held, and materials may be stored
    - • office equipment such as copy machine, computer, video equipment
    - • transportation, child care for students
  - ■ Don't forget to involve a potential student or a person who has recently learned to read. That person may provide valuable insights as to needs and perspectives of students.
- o With a small nucleus of interested persons, begin shaping the coalition.
  - ■ Consider the possible purpose, goals and objectives of a coalition.
    - • What is the purpose?
      - · promoting awareness of the illiteracy dilemma
      - · supporting adult literacy efforts in the community
      - · implementing a literacy education program
    - • Who will the literacy program serve?
      - · high school dropouts
      - · limited English-speaking adults
      - · low-literacy level adults
      - · parents with preschool children
      - · businesses who are trying to upgrade their employees' literacy skills
    - • What will the goals be?
      - · Help students attain a GED
      - · Improve parenting and literacy skills in the home
      - · Enable workers to read safety manuals
  - ■ Decide who should be invited to serve on the coalition.
  - ■ Decide what basic tasks need to be accomplished.
- o Write a letter of invitation to individuals to serve on the coalition.
  - ■ State the time and date of the meeting,
  - ■ their general responsibilities,
  - ■ the goals and objectives of the coalition,
  - ■ a statement of why they were invited to participate,
  - ■ how much time the task will take,
  - ■ how frequently the group will meet, and
  - ■ how long they will be expected to serve on the coalition.[7]
- o Follow up with a phone call.
- o Call the first organizational meeting. The agenda might include:
  - ■ overview and discussion of the need for a local literacy program
  - ■ consideration of possible mission and purpose of a coalition: what do you want your literacy program to do? Identify the target population, how many are in that population, and how the program will deal with it. For example:

    (NAME OF PROGRAM) will train literacy tutors for adults reading below the fifth-grade level in (NAME) County. In the first year, the program will recruit (NUMBER) volunteers and (NUMBER) students.

- discussion of duties of officers and committees:
  - **Administration** sets short- and long-range plans, drafts by-laws and articles of incorporation
  - **Outreach/Publicity** recruits students and tutors, promotes the program
  - **Finance** develops a budget draft, looks for funding
  - **Training** selects materials and techniques, trains tutors
  - **Membership** maintains membership roster, arranges hospitality activities
- Arrange for future meetings to elect officers, form committees, and begin program operations.[8]

Researchers at the Texas Center for Adult Literacy and Learning (TCALL) found that the agencies listed below were helpful in forming adult literacy networks and coalitions throughout Texas.[9]

- ABE programs in local schools
- AFL/CIO
- American Association of Retired Persons
- area housing authority
- banks
- Bar Association
- Chamber of Commerce
- churches
- county correctional institution
- Department of Human Services
- doctors, dentists
- fire department
- Goodwill
- government offices (local, state and federal)
- halfway houses for adults
- hospitals, medical centers
- Immigration and Naturalization Service
- industries
- jails
- JTPA
- libraries
- Literacy Volunteers of America
- local businesses
- MHMR
- newspaper companies
- nutritional sites
- police departments
- Postal Workers Union
- PTA
- radio stations
- Salvation Army
- TEA Regional Service Centers
- television stations
- Texas Adult Literacy Laubach
- Texas Department of Commerce
- Texas Employment Commission
- Texas State Library
- United Way
- universities
- Volunteers in Public Schools

The following references are offered as suggested readings for interested Extension personnel. They are available for checkout from the TAEX literacy office.

## *References*


1. David Perkins and Dick Mendel. *A Place to Start: The Kenan Trust Family Literacy Project*, Louisville, KY: The National Center for Family Literacy, 1989.
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3. Forest Chisman. *Jump Start: The Federal Role in Adult Literacy*, Washington, DC: The Southport Institute for Policy Analysis, 1989.
4. *Texas Literacy Council Resource Guide*, The Texas Literacy Council, 1990.
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6. Ibid.
7. *Partners for Parenting: A Comprehensive Effort*, Training Manual, Texas Agricultural Extension Service.
8. Nancy Woods. *Beginning a Literacy Program*, Adult Literacy Action, Pennsylvania State University, n.d.
9. *Networks and Alliances in Adult Education: An Initial Exploration*, Texas Center for Adult Literacy and Learning, 1989.

Texas Agricultural Extension Service

# ILLITERACY IN TEXAS:

# THE HARD FACTS

This leader training packet addresses the literacy initiative (EE).

Prepared by Peggy Owens, Ph.D., C.H.E., Program Leader for Consumer Sciences and Housing Specialist and Sylvia Cuellar, Extension Associate for Literacy Education, Texas Agricultural Extension Service, The Texas A&M University System, College Station, Texas, June 1991.

*Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.*

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# ILLITERACY IN TEXAS: THE HARD FACTS

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Suggested Activities, Visuals and Handouts

## AGENT ADVANCE PREPARATION GUIDE

1. Review agent suggested training format
2. Prepare materials for presentation
3. Obtain visuals, handouts and additional references, if needed.
4. Reproduce handouts.
5. Provide a list of visuals , handouts to be collected by leader.
6. Visual masters can be used for transparencies, posters or bulletin board display.

## AGENT SUGGESTED TRAINING FORMAT

Presentation – Illustrated Talk

A. Review information on Illiteracy in Texas: The Hard Facts

B. Role Call Activity – Hand out quiz. Have participants fill in answers prior to role call.

During role call, have participant report their response to at least one question on the quiz. Record responses on flipchart or blackboard. Refer to correct answers during the appropriate topic in the lesson. (Correct any wrong responses)

C. Use the Illiteracy in Texas: The Hard Facts statistics handout to refer to when discussing illiteracy problems in Texas

D. Materials needed:

- Illiteracy in Texas: Do you know the Facts? Quiz for role call.
- Handout: Illiteracy in Texas: The Hard Facts
- Handout: Literacy Definitions
- Visual Masters #1 – 18
- Bulletin board, poster board, flipchart or overhead transparencies
- Overhead Projector

E. Evaluation

## LEADER ADVANCE PREPARATION GUIDE

1. Review all material for presentation including activity instructions.
2. Obtain visual aids, visual masters, equipment and additional reference material, as needed.
3. Reproduce handouts.
4. Set up room for appropriate presentation style.

## LEADER PRESENTATION GUIDE – SUGGESTED PROGRAM OUTLINE

I. Advance Preparation

II. Introduction and Welcome

III. Roll Call: Handout literacy quiz prior to roll call. Ask participants to take a few minutes (3 –5) to circle the answers listed on the quiz.

As roll is called, ask participants to read their response to a certain question. List answers (numbering 1–10) on flip chart. Refer to flip chart as program presentation addresses each question. (Correct any incorrect responses on the flipchart)

IV. Program Presentation: Illustrated Talk

1. Review information packet
2. Use visual aids, visual masters and handouts in the packet, where appropriate
3. Summarize main points.
4. Materials needed:

- roll call quiz
- visual masters
- handout: Illiteracy in Texas: The Hard Facts
- handout: Literacy Definitions
- evaluation

# ILLITERACY IN TEXAS: THE HARD FACTS

**OBJECTIVES:**

1. To better understand the magnitude of the illiteracy problem in Texas.
2. To understand the term "functional literacy".
3. To identify the major state literacy efforts and understand their common goals.
4. To identify types of literacy programs.
5. To understand that a community partnership of concerned citizens is needed to address illiteracy at the local level.

**KEY TEACHING POINTS:**

1. There is a growing concern about the state of illiteracy in Texas. One out of three adults in Texas is functionally illiterate. Texas ranks 47th in our nation in adult literacy.
2. There is a high correlation between illiteracy, lack of education, unemployment, low income, public assistance and crime.
3. Functional literacy has many definitions. Broadly defined: functional literacy is "the reading, writing, computation and problem solving necessary for a person to function in society.....".
4. There are many federal and state funded literacy programs whose goal is to help adults in their literacy efforts.
5. Family literacy programs attempt to break the cycle of intergenerational illiteracy.
6. Workplace literacy programs vary, but are designed to target workers at varying levels of literacy.
7. Addressing the literacy problem in Texas will involve concerned citizens working in partnership with business, industry, education and government . The goal must be a literate, working, responsible citizenry in Texas.

# ILLITERACY IN TEXAS: THE HARD FACTS

| SUBJECT MATTER | ACTIVITIES |
|---|---|
| There is a growing concern about the state of illiteracy in Texas. Texas is faced with alarming statistics related to the literacy of its citizens: | Visual Master #1<br>Illiteracy in Texas: The Hard Facts |
| THE HARD FACTS: | Distribute Handout: Illiteracy in Texas: The Hard Facts |
| · One out of three adults in Texas is functionally illiterate (3.3 million). Thus, Texas ranks 47th in our nation in adult literacy. | Visual Master #2<br>One out of three .....<br><br>Visual Master #3<br>Texas ranks 47th |
| Two major factors contribute to this statistic -- education, and the influx of non-English-speaking immigrants: | Quiz: Refer to questions #1 and #2 |
| · 36% of the adults in Texas have not completed high school (3 1/2 million in 1980). | Visual Master #4<br>36% of adult ..... |
| · 18% have not completed 8th grade. | 18% have not completed . |
| There are 80,000 dropouts from our public schools each year. | 80,000 dropouts ....<br><br>Refer to Quiz: Questions #3, #6, and #8 |
| · Approximately one half of all Hispanics, one third of all Blacks, and one quarter of all Anglos do not complete high school | Visual Master #5<br>Approximately one half .... |
| · In fact, the fastest growing segments of the Texas population in the next 12 to 20 years will be those who have historically had the lowest levels of educational achievement. | |
| · When we look at immigration, we see that there are 40,000 immigrants admitted to Texas annually as legal residents. | Visual Master # 6<br>Immigration |
| · 36% of the foreign born adults in Texas are functionally illiterate and reside in South Texas. | |
| · 34% of the East Texas adult population are non-readers of English. | |

| SUBJECT MATTER | ACTIVITIES |
|---|---|
| • In the entire state, over 300,000 legal aliens are eligible for federally sponsored adult education classes. But their needs are not being met. | |
| There is a high correlation between illiteracy, lack of education, unemployment, low income, public assistance, and crime. | Visual Master #7<br>There is a high correlation between illiteracy ..... |
| Listen to these statistics: | Visual Master #8<br>Statistics..... |
| a) 3/4 of the unemployed are illiterate. | Refer to Quiz: Questions #4 and #5 |
| b) 60% adults with below poverty level incomes are high school dropouts. | |
| c) Half the adults in poverty cannot read a book at the eighth-grade level. | Refer to Quiz: Question #8 |
| d) 180,000 adult recipients of Aid to Families with Dependent Children (AFDC) are eligible for adult education classes. | |
| e) 85% of the juveniles in our country who go before the courts are illiterate. | Refer to Quiz: Question #5 |
| f) 85% of the Texas inmates have not completed high school. | Refer to Quiz: Question #7 |
| From a practical point of view, the efforts that will reduce functional illiteracy also carry the economic benefits of reducing unemployment, decreasing poverty, decreasing welfare dependency, and reducing prison populations. | |
| FUNCTIONAL LITERACY | |
| What do we mean by the term functional literacy? Several definitions exist. | Visual Master #9<br>Functional Literacy<br><br>Distribute Literacy Definition handout. Review each definition as discuss topic. |
| a) Functional literacy was coined by the U.S. Army during World War II. It refers to "Capabilities to understand written instruction necessary for conducting basic military functions and tasks..." | |

| SUBJECT MATTER | ACTIVITIES |
|---|---|

b) Penn State University has defined functional literacy as "The reading, writing, computation, and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals."

Visual Master #10
Literacy Definition

So in fact, functional literacy is society specific. If you live in the Hmong society in Cambodia, you don't need to read or write. But, here in America, reading and writing is very important.

ADULT LITERACY

Just as there are many definitions of literacy, so are there literacy programs. These programs are goal specific and audience specific. Unfortunately, only about 4 percent of the population in need of literacy education programs is currently being reached.

Visual Master #11
Adult Literacy

Specific literacy programs target adults, families and workplace.

Visual Master #12
Adult Literacy Programs

Adult Literacy Programs

Several federally funded programs exist to help adults in their literacy efforts.

a) Adult Basic Education (ABE) programs help adults in their general literacy efforts from the 0 through 8th grade level.

b) General Education Development (GED) assists adults in earning their high school equivalency. The program includes reading, writing, math, and government.

Other Adult Education Programs include:

c) English as a Second Language (ESL)

d) Amnesty Education for Eligible Legalized Aliens

e) Instruction for Homeless and Welfare Recipients

f) Instruction for Institutionalized Adults

| SUBJECT MATTER | ACTIVITIES |
|---|---|

Major State Literacy Efforts

Visual Master #13
Major State Literacy Efforts

a) Texas Literacy Council promotes literacy services within the state. It produced the Texas Literacy Resource Guide, which gives us a county-by-county view of literacy programs across the state. It is from this guide that we know that the majority of rural counties do not have any literacy programs.

The Texas Literacy Council also established the Texas Literacy Hotline by which those seeking literacy services may find out what literacy programs are available in their community.

Volunteers may also use the Texas Literacy Hotline to link up with literacy programs in their area.

b) **Literacy Volunteers of America (LVA)** – Texas promotes volunteer literacy programs through tutor training utilizing the whole language approach.

This program incorporates students' experiences and interests by using reading materials such as menus and drivers license manuals.

c) **Texas Adult Literacy – Laubach (TALL)** trains volunteer tutors to follow the phonetics designed curriculum. This program is easy for volunteers to use, but is limited in its method of delivery.

d) **Texas Center of Adult Literacy and Learning (TCALL)** at Texas A&M Univ. disseminates literacy information, serves as a resource center, and conducts literacy research.

FAMILY LITERACY

Visual Master #14
Family Literacy

A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills.

Emphasize definition of Family Literacy using definition handout.

Parents who dropped out of school usually carry negative feelings toward education and fail to convey the importance of education to their children.

Illiteracy is a cycle that repeats itself. Family literacy programs attempt to break the cycle of intergenerational illiteracy.

| SUBJECT MATTER | ACTIVITIES |
|---|---|

In family literacy programs, parents and children come to school together. Parents receive literacy, life skills,and parenting instruction while their preschool children receive preliteracy instruction.

Parents and children then have lunch together, and after lunch, parents and children learn together in the classroom. While the children are taking their naps, the parents volunteer in the school, thus breaking down the barriers and old stereotypes that previously existed.

Family Literacy Programs

Visual Master #15
Family Literacy
Programs

a) Barbara Bush Foundation for Family Literacy

b) National Family Literacy Center in Kentucky

c) Family literacy programs are relatively new, yet a handful can be found scattered across Texas from El Paso to Houston. They are located in public libraries, community colleges, grade schools, and government agencies. They are mainly collaborative efforts among social service and educational agencies, working with families as a unit to combat illiteracy.

d) Gonzalez and Hardin County Extension Offices are have applied for grants from the Federal Government to fund collaborative family literacy projects.

WORKPLACE LITERACY

Visual Master #16
Workplace Literacy

The world and the workplace have become more technologically oriented. The ability to function, be productive and competitive requires a literate workforce. Twenty percent of the Texas workforce lacks the skills to function productively on the job.

Emphasize definitions of workplace literacy. Use Literacy definitions handout

In 1988, the Texas Department of Commerce estimated that illiteracy cost the state 17.2 billion dollars through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals.

Refer to Quiz: Question #9

Workplace literacy is a term with many meanings. Workplace literacy may refer to a standard adult basic education program,

| SUBJECT MATTER | ACTIVITIES |
|---|---|

or to an adult literacy program offered at the worksite or at a community site. It can also refer to a program in which basic skills needed to do the job, form the basis of the curriculum.

Types of programs

a) Companies are promoting ABE, GED, and ESL programs at the worksite during or off hours to encourage their employees to upgrade their literacy skills.

b) Other types of workplace literacy programs involve job-specific literacy skills improvement such as helping employees learn to understand new safety handbooks or technical manuals.

Workplace Literacy Programs in Texas

a) **Houston Lighting and Power Co.** is working at upgrading their truck drivers' literacy skills so that they may pass the national licensing exam.

b) **H E B Supermarkets** in San Antonio is working with employees who want to brush up on their study skills so that they may go to college.

c) **Campbell Soup Co.** in San Antonio sponsors Adult Basic Education classes for its employees.

d) Community colleges and universities across the state are working cooperatively with companies who want to provide literacy programs for their employees.

That which was a satisfactory level of literacy in 1950 probably will be marginal by the year 2000.

Today 3 out of 4 jobs require technical training beyond high school. It is projected that by the year 2000, 70 percent of the jobs will require technical training beyond a high school education and nearly one third will require a college education.

Visual Master #17:
It is projected ....

Refer to Quiz: Question #10

As the literacy standard increases, the percentage of functionally illiterate workers in our labor force will increase, unless a commitment is made to attack the literacy problem Now.

Visual Master #18:
Partnership for a Literate Texas

| SUBJECT MATTER | ACTIVITIES |
|---|---|

## COMMUNITY EFFORTS

There is a great need for literacy providers in Texas, yet no central pool of resources or strategies exists to support the development of volunteer effort.

In fact, many parts of the state, and the majority of the state's rural areas, have no literacy services at all.

It will take a collaboration of efforts among governmental agencies, volunteers, and industry to tackle this problem.

No single group can solve the problem alone. There is a strong need for public awareness of the illiteracy problem, particularly at the local level. Developing and initiating a strategy for informing the community about local illiteracy rates and the programs that are available is a start.

## SUMMARY

A strong community partnership among local and state agencies, volunteer groups and community leaders can expand the literacy educational efforts and establish a more effective means of client referral, volunteer participation and program management.

Literacy is not only the ability to read and write, but the possession of basic skills to function as a productive member of society. Given the magnitude of the illiteracy problem in Texas, it is imperative that a partnership of concerned, involved citizens work together to address illiteracy. The goal must be a literate, working responsible citizenry in Texas.

Summarize:

- Various definitions of literacy
- Types of Adult programs
- Family Literacy
- Workplace Literacy
- Community Efforts

## REFERENCES

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## ILLITERACY IN TEXAS
## DO YOU KNOW THE FACTS?

Take this simple quiz and find out. Circle the correct answers.

1. The number of functionally illiterate adults in Texas is:
   **2.2 thousand  1.1 million  3.3 million**

2. Texas ranks at the top in the nation in adult literacy.
   **True  False**

3. _____ of the adults in Texas have not completed high school.
   **12%  48%  36%**

4. _____ of all unemployed persons are illiterate.
   **1/2  3/4  1/4**

5. 85% of the juveniles in our country who go before the courts are illiterate. **True  False**

6. _____ students drop out of Texas public schools each year.
   **800,000  8,000  80,000**

7. _____ of the Texas inmates have not completed high school.
   **65%  45%  85%**

8. Half of the adults living in poverty cannot read a book written at the 8th grade level.
   **True  False**

9. In 1988, it was estimated that illiteracy cost the state _____ through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals.
   **$11.12 million  $17.12 billion  $15.12 million**

10. It is projected that by the year 2000, 70% of the jobs will require technical training beyond a high school education, and 30% will require a college education.
    **True  False**

# Texas Agricultural Extension Service

## LITERACY DEFINITIONS

FUNCTIONAL LITERACY – There are several definitions. A few are quoted below.

- Functional literacy was coined by the U.S. Army during World War II . It refers to "Capabilities to understand written instructions necessary for conducting basic military functions and tasks...."

- Penn State University, Institute for the Study of Adult Literacy broadly defines literacy as "the reading, writing, computation and problem solving necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals".

- A widely accepted definition was developed in 1962 by UNESCO. It states "A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and those attainments in reading, writing and arithmetic make it possible for him to continue to use these skills toward his own and the community's development."

- In a report prepared by the Ford Foundation in 1979, the following definition of "functional literacy" was cited:

  " The possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family and community members, citizens, consumers, job holders,and members of social, religious or other associations of their choosing. This includes the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives, the ability to deal positively with demands on them by society, and the ability to solve the problems they face in their lives.

## FAMILY LITERACY

Illiteracy is a cycle that repeats itself. A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills. Family literacy programs attempt to break the cycle of intergenerational illiteracy.

Operating as a learning unit, parent and child come together to share learning experiences and to improve their literacy skills. Parents who participate in family literacy programs lack the basic literacy skills and often lack the positive self concept needed to encourage their children to do well in school.

Family literacy programs vary. Each program is individualized to meet the needs of the community and of the participants in the program. Family literacy programs require cooperation between both adult and early childhood educators. Participants include single parents, low income parents and parents of children in Head Start and other welfare programs involving the family.

WORKPLACE LITERACY

Workplace literacy has many different meanings. Workplace literacy may refer to a standard adult basic education program, or to an adult literacy program offered at the work site or at a community site. It can refer to a program in which basic skills needed to do a job, form the basis of the curriculum.

Workplace literacy programs can be categorized into three levels.

LEVEL 1 – targets the extremely low-level literate worker. Adult literacy programs at this level offer a range of instruction from basic functional survival skills to GED preparation.

LEVEL 2– targets worker with mid-level basic literacy skills. Worker has limited skills in reading, math and computer application and study techniques. This level of worker needs instruction that integrates basic skills instruction with job training.

LEVEL 3 – involves job-specific literacy programs designed to relate to critical job tasks. Job-related literacy programs often help prevent mistakes that affect safety or productivity, or provides a means of promotion on the job.

*Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.*

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# Texas Agricultural Extension Service

## ILLITERACY IN TEXAS: THE HARD FACTS

- One out of three adults in Texas is functionally illiterate (3.3 million).
- Texas ranks 47th in our nation in adult literacy.
- 36 percent of the adults in Texas have not completed high school.
- 18 percent of adults in Texas have not completed 8th grade.
- There are 80,000 dropouts from our public schools each year.
- Approximately one half of all Hispanics, one third of all Blacks, and one quarter of all Anglos do not complete high school.
- 36 percent of the foreign born adults in Texas are functionally illiterate and reside in South Texas.
- 34 percent of the East Texas adult population are non-readers of English.
- Over 300,000 legal aliens are eligible for federally sponsored adult education classes in Texas, but their needs are not being met.
- There is a high correlation between illiteracy, lack of education, unemployment, low income, public assistance, and crime.
- three-fourths of the unemployed are illiterate.
- 30 percent of adults with below poverty level incomes are high school dropouts.
- half the adults in poverty cannot read a book at the eighth-grade level.
- 180,000 adult recipients of Aid to Families with Dependent Children (AFDC) are eligible for adult education classes.
- 85 percent of the juveniles in our country who go before the courts are illiterate.
- 85 percent of the Texas inmates have not completed high school.
- It is projected that by the year 2000, 70 percent of the jobs will require technical training beyond a high school education....And, one third will require a college education.
- In 1988, the Texas Department of Commerce estimated that illiteracy cost the state 17.12 billion dollars through lost income, missed tax revenue, unemployment insurance, welfare dependency, adult training and education costs and the cost of incarceration of criminals.

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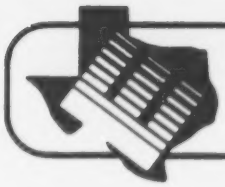

# Texas Agricultural Extension Service

The following evaluation instrument is intended as a follow up to the "Illiteracy in Texas: The Hard Facts" program. We would like to know how you have used the information so we can provide better programs in literacy education

| DID YOU ... | | Yes | No | Plan to |
|---|---|---|---|---|
| 1. | Understand the problem of illiteracy in Texas? | ( ) | ( ) | ( ) |
| 2. | Identify programs in your community that targets the literacy needs of adults and families? | ( ) | ( ) | ( ) |
| 3. | Explore ways you can get your community more involved in addressing illiteracy? | ( ) | ( ) | ( ) |
| 4. | Share literacy information with someone else in your community? | ( ) | ( ) | ( ) |
| 5. | Find the information provided in this program helpful to you in better understanding the need for a community partnership to address literacy? | ( ) | ( ) | ( ) |

COMMENTS:



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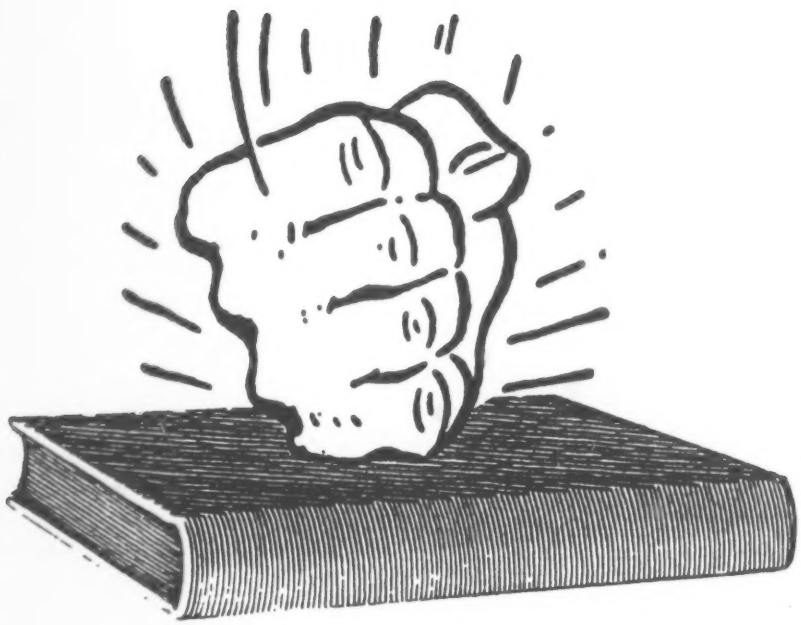
# ILLITERACY

# in

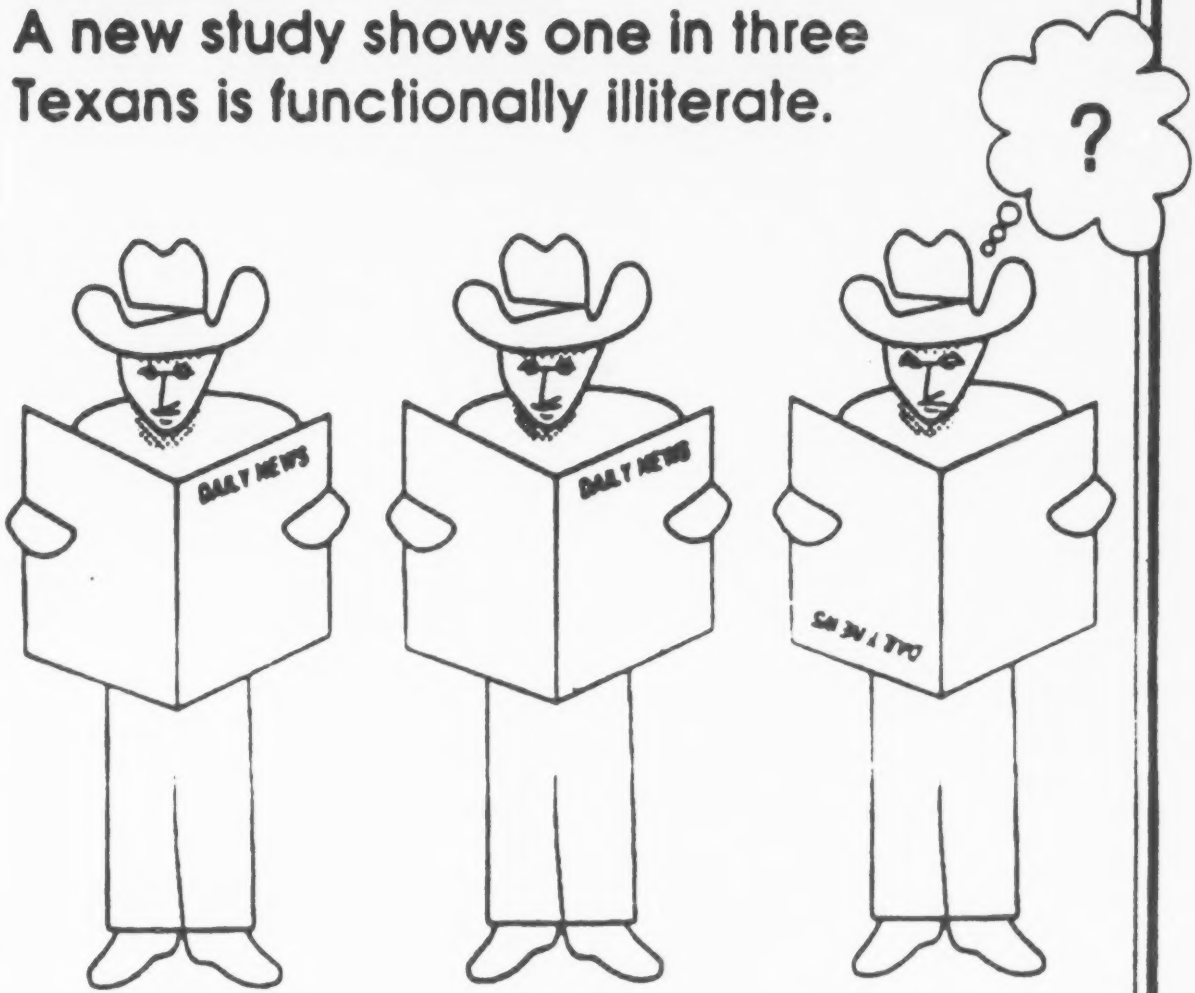
# TEXAS:



# The Hard Facts

# Illiteracy in Texas

## A new study shows one in three Texans is functionally illiterate.




Source: The Sunbelt Institute

# Texas ranks

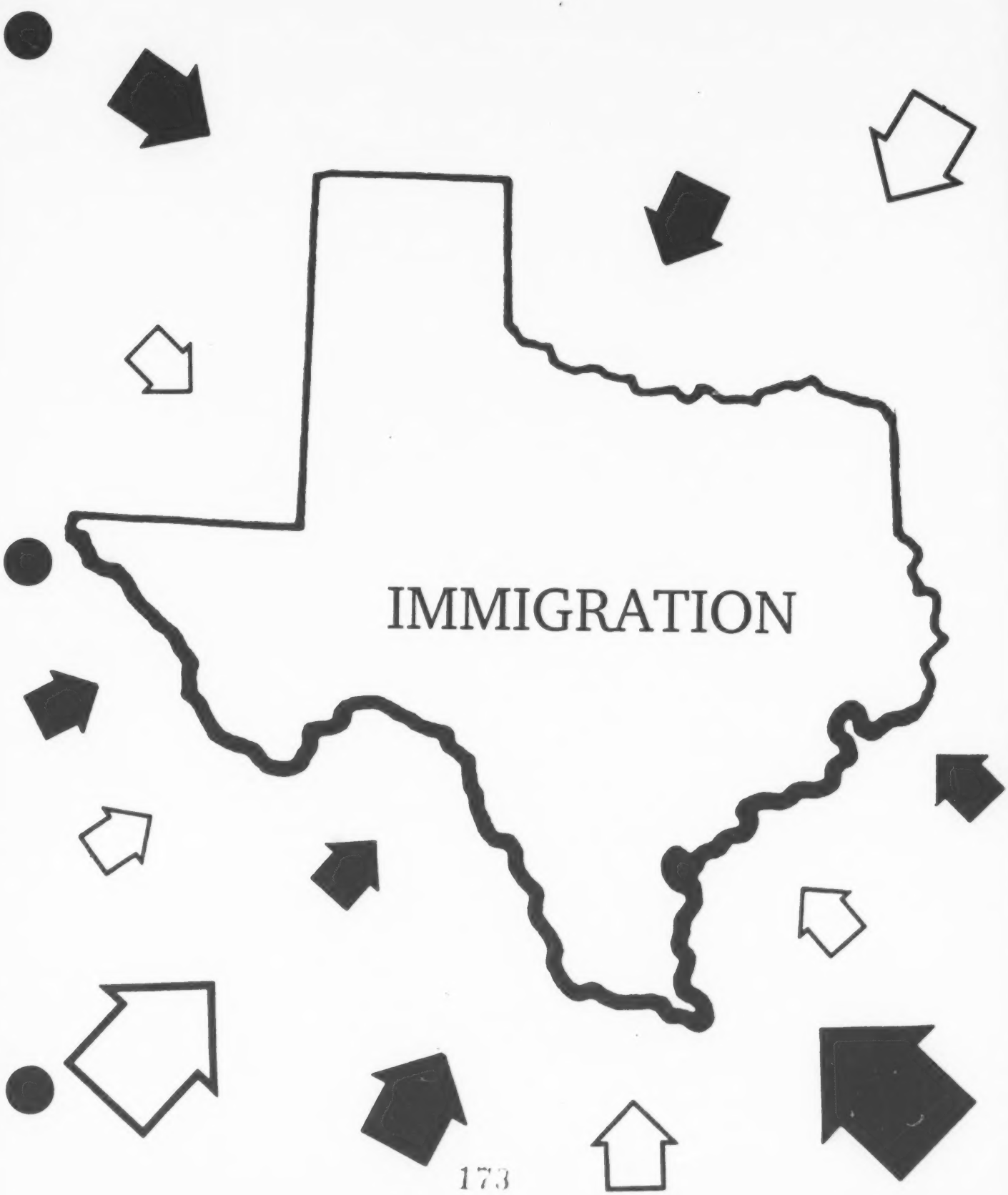
**47th** **in adult literacy**

- 36% of the adults in Texas have not completed high school. (Approximately 3 1/2 million in 1980)

- 18% of Texas adults have not completed 8th grade.

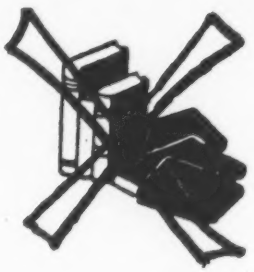
- There are 80,000 dropouts from our public schools each year.

**Approximately one half of all Hispanics, one third of all Black, and one quarter of all Anglos do not complete high school.**


IMMIGRATION

# There is a high correlation between

* illiteracy

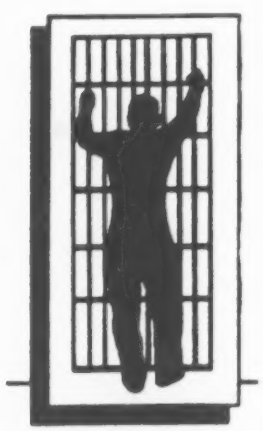


* unemployment

* low income

* public assistance

* crime



# STARTLING STATISTICS

- 3/4 of the unemployed are illiterate
- 60% of adults with low-poverty level incomes are high school dropouts
- 1/2 of adults in poverty cannot read a book at the eighth grade level
- 180,000 adult recipients of ADFC are eligible for adult education classes
- 85% of juveniles in our county who go before the courts are illiterate
- 85% of the Texas inmates have not completed high school

# What is

# functional literacy?

Literacy: "the reading, writing, computation and problem solving skills necessary for a person to function in society as a responsible citizen without continued dependence upon the support of other individuals"

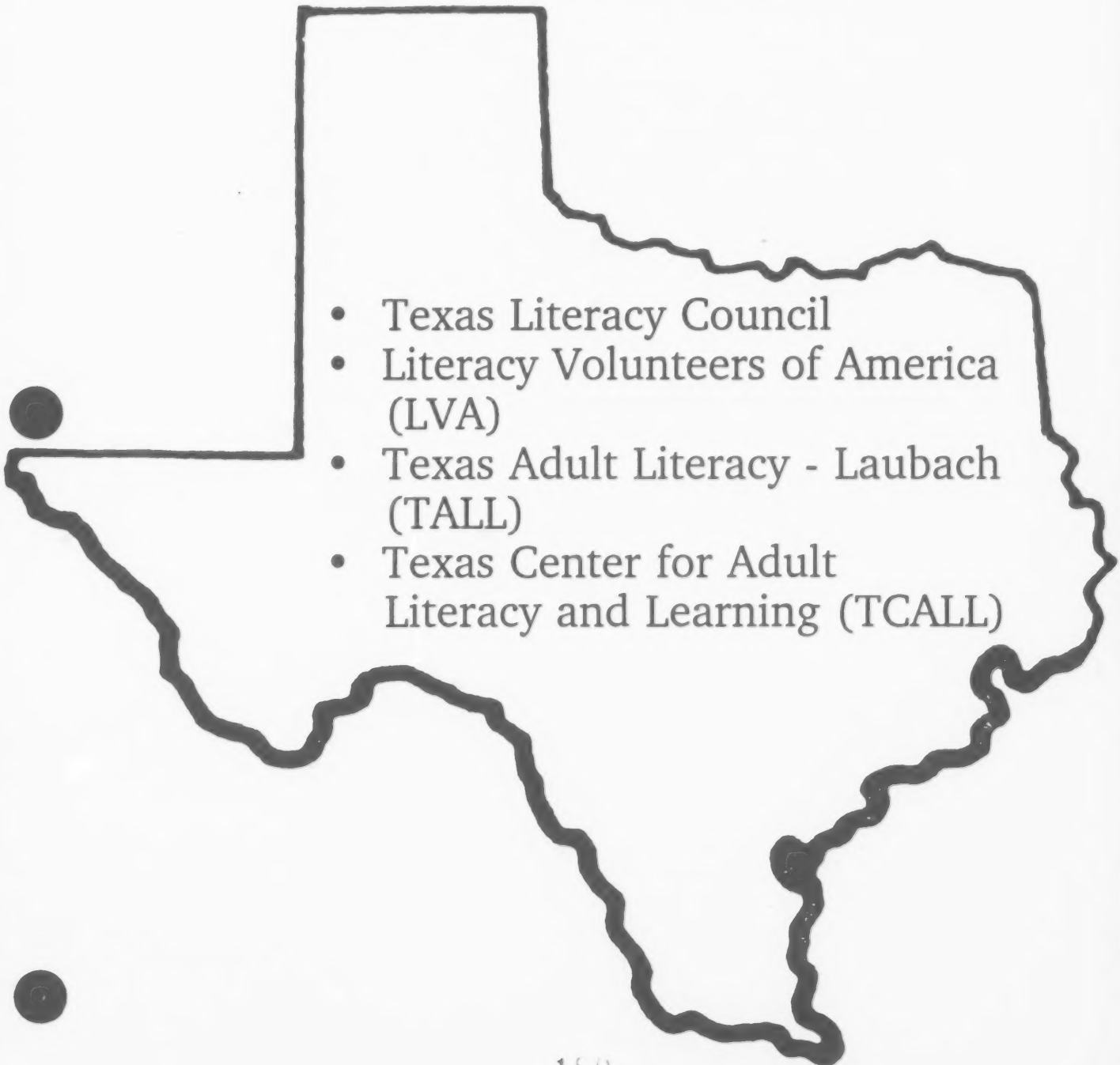
(Institute for the Study of Adult Literacy, Penn State University)

# ADULT LITERACY

# ADULT LITERACY PROGRAMS

- Adult Basic Education (ABE)
- General Education Development (GED)
- English as a Second Language (ESL)
- Other Adult Education Programs

# MAJOR STATE LITERACY EFFORTS



- Texas Literacy Council
- Literacy Volunteers of America (LVA)
- Texas Adult Literacy - Laubach (TALL)
- Texas Center for Adult Literacy and Learning (TCALL)

# FAMILY LITERACY

# FAMILY LITERACY PROGRAMS

- Barbara Bush Foundation for Family Literacy

- National Family Literacy Center, Kentucky

- Texas programs...

# WORKPLACE LITERACY

It is projected that by the year 2000, 70 percent of jobs will require technical training beyond high school education . . . and nearly one third will require a college education.

# Partnership for a Literate Texas

Goal must be a

Literate, Working,

Responsible

Citizenry.

Texas Agricultural Extension Service

# THE WHAT, WHO, WHEN, WHERE, AND HOW OF A COMMUNITY LITERACY EFFORT

This leader training packet addresses the literacy initiative (EE)

Prepared by Sylvia Cuellar, C.H.E., Extension Associate for Literacy Education, and Peggy Owens, Ph.D., C.H.E., Program Leader for Consumer Sciences and Housing Specialist, Texas Agricultural Extension Service, The Texas A&M University System, College Station, Texas, June 1991.



*Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.*

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# THE WHAT, WHO, WHEN, WHERE, AND HOW OF A COMMUNITY LITERACY EFFORT

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Lesson Plan 1

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Suggested Activities, Visuals and Handouts

## AGENT ADVANCE PREPARATION GUIDE

1. Review agent suggested training format
2. Prepare materials for presentation
3. Obtain visuals, handouts and additional references, if needed.
4. Reproduce handouts.
5. Provide a list of visuals, handouts to be collected by leader.
6. Visual masters can be used for transparencies, posters or bulletin board display.

## AGENT SUGGESTED TRAINING FORMAT

Presentation - Illustrated Talk

A. Review information on The What, Who, When, Where, and How of a Community Literacy Effort.

B. Role Call Activity - Ask each member to name an organization or agency in the community that might get involved in a literacy coalition.

C. Materials needed:

- ✓ Handout 1: How To Organize a Literacy Program
- ✓ Handout 2: What Can You Do?
- ✓ Visual Masters #1 - 10
- ✓ Bulletin board, poster board, flip chart or overhead transparencies
- ✓ Overhead Projector

D. Evaluation

## LEADER ADVANCE PREPARATION GUIDE

1. Review all material for presentation including activity instructions.
2. Obtain visual aids, visual masters, equipment and additional reference material, as needed.
3. Reproduce handouts.
4. Set up room for appropriate presentation style.

## LEADER PRESENTATION GUIDE - SUGGESTED PROGRAM OUTLINE

I. Advance Preparation

II. Introduction and Welcome

III. Roll Call: Ask each member to name an organization or agency in the community that might get involved in a literacy coalition.

IV. Program Presentation: Illustrated Talk

- A. Review information packet
- B. Use visual aids, visual masters and handouts in the packet, where appropriate.
- C. Summarize main points.
- D. Materials needed:
  1. Handouts 1 and 2
  2. Visual Masters 1 - 10
  3. Evaluation

## OBJECTIVES

1. Participants will determine the need for a community literacy effort.

2. Participants will identify key community members to involve in the literacy effort.

3. Participants will explore possible ways to organize a literacy coalition in their community and/or help with the literacy effort in other ways.

## MAJOR TEACHING POINTS

1. **WHAT** - Illiteracy in Texas costs our state $17 billion in lost income, lost tax revenue, unemployment insurance, adult education, and the increased cost of welfare and prison incarceration.

2. **WHO** - Extension Homemakers, libraries, community organizations, local school districts, colleges and universities, government agencies, 4-H clubs and other interested individuals are joining local literacy efforts.

3. **WHEN** - Now is the time to get involved in our local literacy initiatives.

4. **WHERE** - Literacy program planners need to examine what is best for the program, the students, and the tutors.

5. **HOW** - Literacy program organizers need to
   a) examine the community,
   b) involve the community,
   c) develop a plan of action,
   d) implement the program, and
   e) review and evaluate their progress.

6. Individuals and groups can help with literacy efforts other than forming a literacy coalition.

**THE WHAT, WHO, WHEN, WHERE, AND HOW OF A COMMUNITY LITERACY EFFORT**

| INFORMATION/NARRATIVE | ACTIVITIES/VISUALS |
|---|---|
| **WHAT** | Visual Master #1 WHAT |
| In our continued study of the literacy problem in Texas, you will recall that: | |
| ⊛ Texas ranks 47th in our nation in adult literacy. | Visual Master #2 Texas ranks 47th... |
| ⊛ 3/4 of the unemployed are illiterate. | |
| ⊛ 85% of the juveniles in our country who go before the courts are illiterate. | |
| ⊛ 85% of the Texas inmates have not completed high school. | |
| Illiteracy in Texas costs our state $17 billion in lost income, lost tax revenue, unemployment insurance, adult education, and the increased cost of welfare and prison incarceration. | |
| From a practical point of view, the efforts that will reduce functional illiteracy also carry the economic benefits of reducing unemployment, decreasing poverty, decreasing welfare dependency, and reducing prison populations. | Visual Master #3 There is a high... |
| Did you know? Our county/community has: | Visual Master #4 Did You Know? |
| • _____ illiterate adults | |
| • _____ teen dropouts | |
| • _____ active literacy programs | |
| **Note: You will need to acquire these statistics before conducting the program.** | |

As you can see, there is a great need for a literacy program in our community. Therefore, today's lesson will address the What, Who, When, Where, and How of a community literacy effort.

**WHO?**

Visual Master #5
WHO

Let's begin by asking the question, "Who can get involved in literacy programs?"

Here are some things other communities across Texas are doing to address illiteracy in their community:

Visual Master #6
Extension Homemakers

- The Brooks County Extension Agent has worked with her literacy task force to form the Heart's Delight Literacy Council. The **Extension Homemakers** covered the cost of tutor trainers, and in September, 1990, twenty people were trained. The local **library** received money to purchase literacy materials, and **community organizations** were asked to sponsor workbooks.

- County Extension Agents from Gonzalez and Hardin Counties have received training from the National Center for Family Literacy. They have worked hard to form local literacy coalitions, and have applied for grants from the federal government to establish local family literacy programs in cooperation with their **local school districts**.

- The County Extension Agent from Harris County has established a literacy steering committee consisting of **private literacy groups, colleges, libraries**, and **volunteers**. In August, 1990, a literacy workshop was held to train volunteers, among which were **4-H Ambassadors and advisors**.

- Karnes County CEA organized a literacy council involving **libraries**, **churches**, **JTPA**, and **adult probation offices** in the Summer of 1990. The **volunteer coordinator** of the program operates from her home. Twenty learners have gone through the program since September.

- In Mills County, the County Extension Agent utilized the expertise of a **computer expert** who designed an English as a Second Language program. With the help of other **interested community movers and shakers**, they were able to get books and supplies donated for their program.

If we wanted to organize a literacy coalition, who could we recruit to get involved in our effort?

Group Activity #1:
* Divide participants into groups of 5.
* Distribute Situation Sheet #1.
* Allow 10 minutes for groups to brainstorm.
* Have reporters give their group responses.

**WHEN**

Now is the time to tackle this immense problem. We must act now to help break the cycle of illiteracy.

Visual Master #7
WHEN

**WHERE**

Successful literacy programs have carefully considered where the best location is for their program headquarters as well as the tutoring sessions.

Visual Master #8
WHERE

Visual Master #9
Program needs...

- ✓ In the beginning, the program headquarters may very well be the home of the volunteer coordinator. Tutoring would not be located here, but a central phone number given to the public may be.
- ✓ The program needs to be located in a neighborhood where the target population lives or congregates, or is easily accessible by bus.
- ✓ Adults who have been unsuccessful in school probably will feel uncomfortable going back to school for tutoring. They might feel more comfortable in their church, community center, or library.
- ✓ Tutoring students in their home or the home of the tutor is not recommended.

**HOW**

Visual Master #10
HOW

Literacy literature and experience suggest that successful literacy programs share some common factors:

- ☺ The staff and volunteers have become acquainted and have mutually agreed upon program operation.
- ☺ The program is heavily advertised in a manner and in locations appropriate to reach people who read poorly, or not at all, who may understand little English and who belong to a sub-culture with its own methods of communication.
- ☺ Materials purchased to support the literacy program are displayed, used, and referred to by the tutors and staff.
- ☺ Materials purchased for new readers are entertaining, practical, look attractive, and at the appropriate vocabulary level.

- The entire staff and volunteers welcome all participants and cheerfully help those who cannot read well with reading-writing activities.

Now it's your turn. What steps would you take to organize a literacy program in your community? Look over this handout, then we'll do some more group work.

Group Activity #2
* Distribute Handout #1 - How to Organize a Literacy Program
* Convene participants into their established groups of 5.
* Distribute Situation Sheet #2
* Allow participants 15 minutes to brainstorm.
* Have them report their results.

Perhaps you think you are not quite ready to form a literacy coalition. Here are some other things you can do as an individual and as a group to help in the literacy effort.

Group Activity #3
* Distribute Handout #2 - How to Get Involved
* Continue groups of five
* Allow participants 5 minutes to discuss action they are willing to take
* Have them report their results

In summary, Texas faces a grave illiteracy crisis that affects our economic and social well being.

Visual Master #1
WHAT

Efforts are being made to combat illiteracy, but they are reaching only a small fraction of those needing help.

Visual Master #5
WHO

**Now** is the time to get involved.

Visual Master #7
WHEN

We have discussed where literacy programs are located and the points to consider in selecting sites.

Visual Master #8
WHERE

We have discussed how literacy coalitions are formed and what other activities we can get involved in.

Visual Master #10
HOW

Now it's time to make a commitment toward this effort.

## References

Reynolds, D. B. Jr. (1990). Why care about literacy? Central Kansas Library System, 1409 Williams, Great Bend, KA 67530.

Texas State Library (1990). Helpful information for literacy programs.

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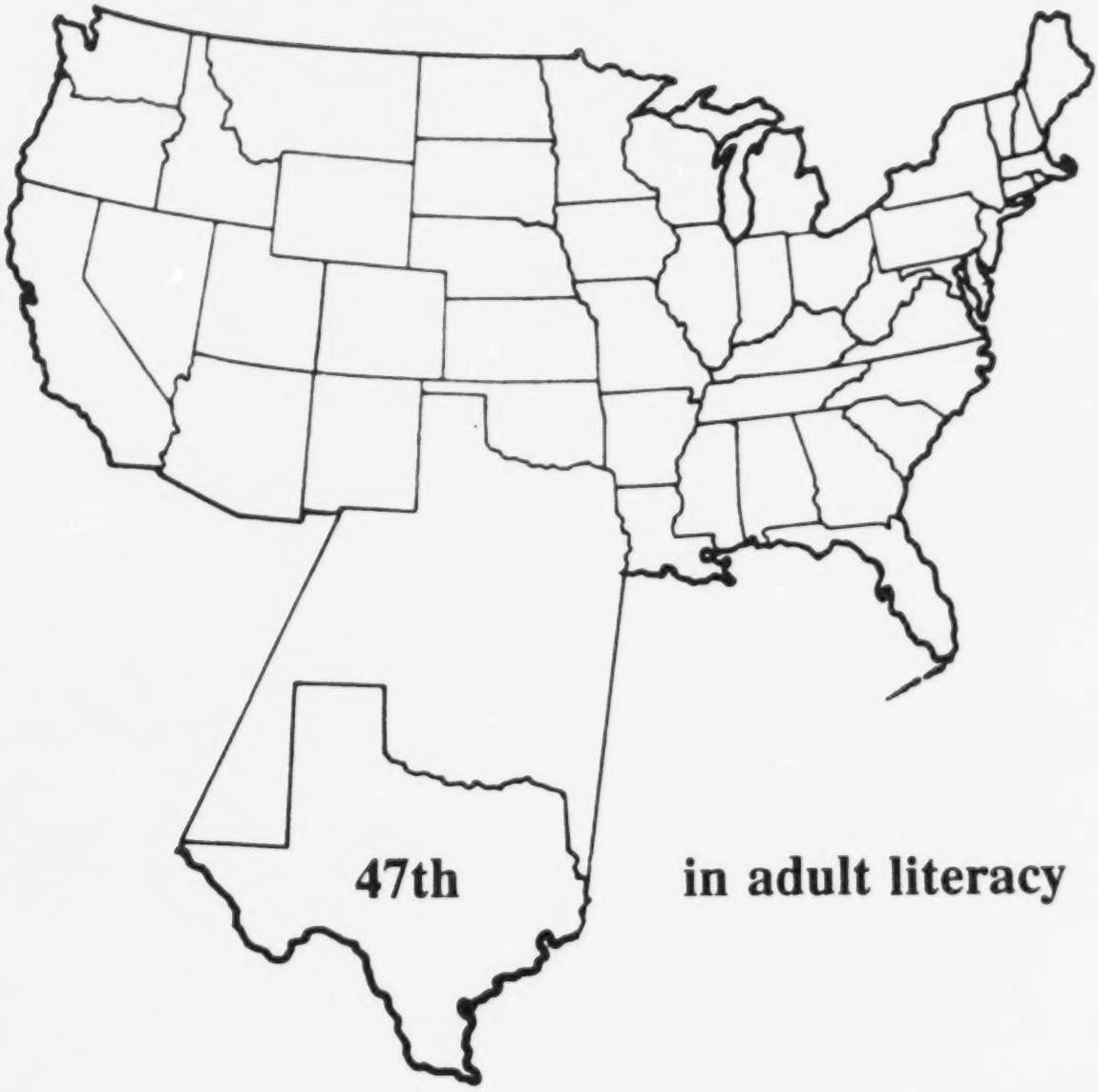
# WHAT

********************



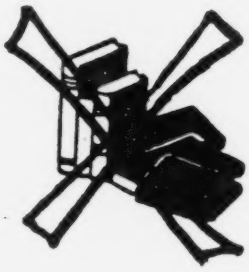
193

# Texas ranks



- There is a high correlation between

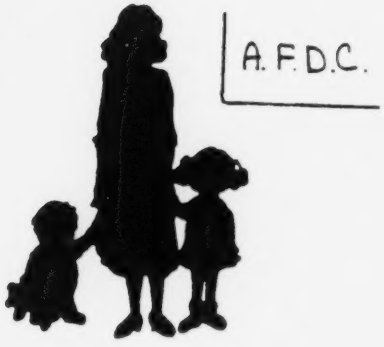
  * illiteracy



  * unemployment

  * low income

  * public assistance




  * crime

# Did You Know?

_____ illiterate adults

_____ teen dropouts

_____ literacy programs

********************

# W H O

********************

204

205

Visual 6

* Extension Homemakers

* Libraries

* Schools

* Churches

* Private Literacy Groups

********************

# WHEN

********************

207

205

*******************************

# WHERE

*******************************

Visual 9

* Program needs

* Student needs

* Tutor needs

***********************

# HOW

***********************

213

211

Handout 1

# How To Organize a Literacy Program

1. Examine the community.
   a. Where are there literacy problems?
   b. Who are the current providers of services?
   c. Who is doing what?
   d. What are the gaps in services?
   e. What resources are available?
   f. What are the attitudes involved?
   g. Is enough being done?
2. Involve the community.
   a. Determine interest by adult new learners.
   b. Invite interested people to join program.
   c. Work with local social service providers.
   d. Set goals and objectives, including a time frame and achievement measures.
   e. Find tutors.
3. Develop a Plan of Action
   a. Gather resources for proposed services.
   b. Develop a marketing campaign.
   c. Determine costs for program.
   d. Identify sources for funding.
   e. Carry out fund raising campaign.
4. Implement the program.
   a. Start tutor training.
   b. Match tutors with students.
   c. Train new tutors to match with new students.
5. Review and evaluate.
   a. Monitor progress of tutors and students.
   b. Correct any problems in matching.
   c. Meet with students and tutors.

Handout 2

## What Can You Do?

- Visit your local public library.
  Chat with the librarian about what the library is doing; find out what literacy activities are already being done.

- Teach someone to read.
  Volunteer to become a literacy tutor.

- Write to congressional representatives.
  Tell them of your concern and insist on meaningful federal attention to the problem.

- Help to improve schools, and to keep children in them.
  Offer to volunteer as a reading tutor.

- Establish a lap reading program or volunteer to read to children at day care centers, kindergarten classes, or libraries.

- Give a book to each child born in your local hospital during National Children's Book Week (the week that includes National Children's Book Day, November 15th).

- Make it a practice to give a book or magazine subscription to children on gift-giving occasions.

- Help publicize local literacy programs by enlisting the support of grocery stores (announcements on shopping bags), radio and television stations (public service announcements), newspapers (articles and ads), and doctors' offices, community agencies, and health clinics (flyers or posters).

- Conduct a Reading Fair at a local shopping center or community center. Invite local celebrities to bring their favorite children's book to read along with a prop that relates to the story. Use your imagination to stage an area with a comfortable recliner and reading lamp for the reader, and bean bags or cushions for the children.

- Establish an annual Executive Spelling Bee. Invite local businesses and agencies to send a representative to participate in the contest. Charge an entry fee, engage celebrity judges, and provide for plenty of publicity. Use the event to bring about awareness of the illiteracy problem in Texas and raise funds for your local literacy coalition.

- Sponsor a Summer Reading Program for grade schoolers. Visit classrooms in May to discuss the program and distribute flyers with instructions. When students complete the requirements, they win a prize. Enlist the support of local businesses to offer prizes.

# Texas Agricultural Extension Service

The following evaluation instrument is intended as a follow up to "The What, Who, When, Where, and How of a Community Literacy Effort" program. We would like to know how you have used the information so we can provide better programs in literacy education.

| DID YOU... | Yes | No | Plan to |
|---|---|---|---|
| 1. Understand the problem of illiteracy in Texas? | ( ) | ( ) | ( ) |
| 2. Identify community groups or individuals that might join local literacy efforts? | ( ) | ( ) | ( ) |
| 3. Understand the many issues involved in selecting a site for a literacy program? | ( ) | ( ) | ( ) |
| 4. Find the information provided in this program helpful in: | | | |
| a) forming literacy coalition? | ( ) | ( ) | ( ) |
| b) in helping your community literacy efforts in other ways? | ( ) | ( ) | ( ) |

COMMENTS:



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## Illiteracy: A Major Concern in Texas

Illiteracy has many dimensions and definitions. Basically, it is the inability to read and write adequately to satisfy an individual's requirements to function at a desired level, to meet the demands made by society, and to solve everyday problems. Illiteracy is a major problem in the United States, but it is even more so a problem in Texas.

## Texas Situation

About 3.3 million Texans are functionally illiterate. Texas ranks 47th among the states in adult literacy. It is estimated that as many as one of every three adults cannot read, write or perform basic skills well enough to be a productive worker. Thrity-six percent of all adults have not completed high school, and 18 percent have not completed the eighth grade. Illiteracy rates are highest among high school dropouts, especially among minority youth. About one-half of all Hispanics, one-third of all Blacks, and one-fourth of all Anglos do not complete high school. Of course, this has a major impact on unemployment rates.

## Literacy Programs

While many literacy programs exist today, only about 4 percent of the population in need of literacy education is currently being served. Programs include adult literacy, family literacy and workplace literacy. Because illiteracy is a cycle that repeats itself, family literacy programs attempt to break the cycle of intergenerational illiteracy.

## Role of TAEX

TAEX is committed to improving literacy in this state. To address this initiative, strategies will focus on community and public awareness, community partnerships and statewide training and networking. A white paper has been prepared on illiteracy in Texas, and an Extension Ad Hoc Task Force on Literacy has been formed to develop and direct literacy educational programs. This task force includes representatives from the Prairie View 1890 Extension Program and the Texas Extension Homemakers Association. Educational programs are already underway in 16 counties across the state, and some 90 counties have included the illiteracy issue in their long-range Extension programs.

Texans need fundamental skills to participate in the economic, political, social and cultural life of the community. Illiteracy creates barriers to participation and does not allow individuals to take full advantage of opportunities open to them. Therefore, it is imperative that TAEX take the lead in developing a partnership of concerned, involved citizens in business, industry, education, local and state government, and volunteer organizations to work together to address illiteracy.

## Special Events

| | |
|---|---|
| October 29, 1991<br>1-3 p.m. | National Extension Satellite Conference on the State of Extension by ES, USDA and ECOP (Extension Committee on Organization and Policy). |
| December 10, 1991<br>(tentative time:<br>9 a.m. to 3:30 p.m.) | State Extension Conference via satellite |

## Retirements

Best wishes to the following who have been valuable members of TAEX over the years and who are now embarking on new experiences:

**April 30**

**Jeannell Folley**, Secretary, District Extension Office at Lubbock, 18 years

**May 31**

**Laura Zamora**, ENP Secretary, Hidalgo County, 22 years, 3 months

**Oralia Morales**, ENP Aide, District 13, 10 years

**Carmen Rodriguez**, ENP Aide, Bexar County, 10 years

**Virginia McDermott**, Communications Specialist, 10 years

**June 30**

**Margie Henry**, Food Service Supervisor, Texas 4-H Center, 22 years

## Advanced Degrees

**Billy J. Higginbotham**, Wildlife and Fisheries Specialist--1890 Program, Overton, Ph.D. in Wildlife Management, Stephen F. Austin University, May 1991.

**Tony Pardo**, Extension Agent--Pesticide Safety, Lubbock, Master of Education in Agricultural Education, Texas Tech University, May 1991.

**James D. Booth**, Extension Communications Specialist, Master of Agriculture in Recreation and Resources Development, Texas A&M University, May 1991.

**Guillerma Contreras**, Dimmit County Extension Agent, Master of Education in Curriculum and Instruction, University of Texas, May 1991.

# Texas Agricultural Extension Service

**BEGIN A HOME LITERACY CAMPAIGN**

Parents play a very important role in laying the foundation for their children's literacy. They can informally teach preschool children about reading by reading aloud to them, telling them stories, discussing events, encouraging them to learn letters and words, and teaching them about the world around them. These activities will help them prepare for successful reading.

In addition to laying a foundation, parents need to foster their children's reading development as they grow. This can be accomplished by taking them to the library, encouraging reading as a free time activity, and supporting homework.

It is important that parents check to see if their children are comprehending what they read. Before reading, ask your child questions to set the stage, such as: "From reading the title, table of contents, or chapter headings, who do you think will be the main character?"; "What do you think he or she will do?"; and "What do you think will happen to the main character?" After reading, discuss what happened and have the child draw a picture of it or create a mind map. A mind map has a circle in the middle of the page with the main character or main event written in the circle. From the circle, lines are drawn outward with related characters, places and events written on the lines. Thus, at a glance, one can be reminded what the chapter or book was about.

The beginning of the school term is a great time to begin traditions that support reading in the home. Here are some ideas:

- Assign a day of the week as "library day". Try to keep a weekly schedule and encourage completion of reading projects within the week. To do so, help your children select books that they can finish reading within the week. Then make it a point to visit the library on a regular basis.
- Set up a "reading corner" where books, newspapers and magazines to be read are kept.
- Establish a "reading hour" during the day when the television and radio are turned off and everyone in the home reads.
- Initiate a "story time" when each member of the family shares what he or she has read for the day.
- Design a "reading chart" with every family member's name listed down the left column. As the members finish reading a book or magazine, place a sticker along the row of their name.
- Offer a "reading reward" for those family members that read a predetermined number of books or magazines.

Above all, emphasize the joy of reading. Make these traditions fun so that your children will relate reading as an pleasant experience.

(Written by Sylvia Cuéllar)



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**"FILLERS"**

Researchers who have spent a great deal of time with undereducated adults in a range of settings in the United States report that functionally illiterate adults often have well developed skills of other kinds and a wide variety of strategies for dealing with written materials. Illiterates are often fully contributing members of their communities. They often exchange their expertise (such as mechanical experience, gardening, child care, etc.) with others who help them handle written materials. Far from being unable to cope in their own surroundings, many manage quite handily, and are reluctant to trade the comfort of their own setting for an uncertain venture into unknown environs.

###

There is no denying the positive value of literacy as a tool in this society. Those who can read may vote, drive, advance in their jobs, and become wise consumers. However, we must take care to avoid the negative assumptions about illiterates which usually accompany the high positive values this society attaches to literacy. Too often we refer to illiteracy as a social "ill," to be "combatted," "eradicated," "wiped out" -- as one would talk about a contagious disease. Too often we consider illiterates to be a "drag" on society. Some television programs dealing with the subject of illiteracy have presented uncensored statements such as "Illiterates breed illiterates" or "What can we do to make these people settle down and learn?" They apparently have little concern about the impact such negativism will have on illiterates in the audience who might have been considering "coming out of the closet" (another negative cliche) to seek needed training. It takes a major effort for illiterate persons to admit that they cannot read and to seek help. Let's not hamper their efforts by our negative attitudes.

(Written by Sylvia Cuéllar)



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**ADULT LITERACY COALITIONS**

Extension personnel realize that the problems of adults in a community can be solved only by working in the community with those who are affected by the problems. The problem of illiteracy is no different.

According to Askov and Sherow, one approach to addressing the illiteracy problem is the establishment of local literacy coalitions. These coalitions are comprised of representatives from various sectors of the community who are committed to supporting and promoting adult literacy. Students should also be included in local coalitions to ensure that their needs and interests are met.

These coalitions bring everyone in the community together to identify local literacy needs, pool local resources and expertise, develop strategies to promote and support local literacy efforts, and promote economic development by uniting literacy services with local business needs. The network also provides clients with the most appropriate services by working as a referral system.

Building the coalition may be difficult at the beginning. However, the benefits gained from organizing literacy coalitions are worth the effort. The strong voice of the combined agencies will help raise community awareness of the problems of adult literacy and availability of various literacy services. This can be done through public service announcements, development and dissemination of brochures, design of placemats for local restaurants, and establishment of community hot lines. Networks can conduct community-wide literacy needs assessments to identify gaps between existing literacy services and local literacy needs. In the long run everyone benefits, especially those who are being served.

*Implications for Extension:*

Illiteracy in Texas is a major economic problem. Illiterate adults cannot reach their fullest potential and are shut out from the services they need. Furthermore, without a literate workforce, businesses cannot compete effectively. Extension faculty may help promote literacy efforts in their communities by encouraging the formation of literacy coalitions.

Source: Askov, E. N. and Sherow, S., "Building Coalitions in Adult Literacy," Adult Learning, February 1991, Volume 2, Number 5, pp. 23-25.131, Syracuse, New York 13210. 800/448-8878.

(Written by Sylvia Cuéllar)



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# Texas Agricultural Extension Service

**CONNECTIONS: EXPERIENCE, MEANING AND LITERACY**

Literacy is essentially about meaning. We learn by relating new information to what we already know--connecting new bits of information to existing information in our long-term memory. Thus, we make sense out of written text by relating it to previously stored information. (For example: Sociologists may not understand the meaning of an electrical engineering text. They may be able to read the words, but the words have no meaning for them.) As we gain new experiences, we generate new meaning which enables us to understand new text. The same is true for persons with low-literacy skills.

Our construction of meaning is rooted in our culture and language. New readers, whether adults or children, learn best when the instructional materials respect and incorporate their prior experiences, culture, and aspirations. Respect for cultural and linguistic background is not simply a matter of motivating, recruiting, or retaining students. To be effective, literacy educators must respect learners' backgrounds, pay attention to and incorporate their language and culture.

*Implications for Extension:*

If Extension faculty and learners are to work effectively together, we must understand that the construction of meaning is rooted in experience, culture and language. Therefore, respect for students' backgrounds must permeate the teaching and learning process. Furthermore, literacy tutors and others working with literacy programs need to learn about their students' backgrounds and understand their culture in order to become more effective.

*Suggested pre-writing activities to learn about students' backgrounds:*

1) Brainstorming and Clustering. Select a topic of interest to your students. Jot down their ideas. The cluster model is drawn with the topic in the center and the ideas radiating from the topic. From this, the student may write a story. 2) Student Drawings. Have the students draw their home or vacation before you ask them to write about it. 3) Pair Interviews. Interview the student about his/her family, favorite pastime, etc. Then ask the student to write a story about it. 4) Discussion. Exchange ideas on current events or social issues such as, "What is success?" Have student write about the topic.

Source: Fingeret, H. A., "Meaning, Experience and Literacy," Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators, Spring, 1991, 1 (1): 4-11.
Swanson, P. O. "The Writing Process," ABE News: A Newsletter for ABE Teachers in Nebraska, May, 1991, 46.

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**IT TAKES A LITTLE READING TO KNOW WHAT PRODUCT TO BUY**

Wise consumers use thoughtful and effective methods of buying goods and services. For those consumers who need help, the U. S. Office of Consumer Affairs and other agencies offer advice on how to be a smart consumer. Anyone reading this article may take advantage of this wealth of consumer information available to the public. However, one-third of the adults in Texas do not possess the necessary skills to read and understand this material. They must make their consumer decisions with limited, and perhaps incorrect information.

Illiterate persons are unable to use newspapers or yellow pages effectively. Generally, they must rely on close neighbors and friends who can offer them advice, tell them about specials, encourage their use of coupons or help them locate services. This advice may, or may not, be the best guidance or even the correct information, but it is often the only information available to illiterates.

Informed consumers search food market advertisements for bargains and special sales. They are able to compare different stores and brands for prices. However, illiterate consumers are not able to take advantage of newspaper ads and supplements. While shopping, they are forced to rely on visual recognition and memory for selecting the products they want because they cannot read the labels. This is a monumental task since the average grocery store carries over 17,901 products. Moreover, 200,000 brands, varieties and sizes of over-the-counter drugs are available (USA Today, July 12, 1991). After purchasing products such as drugs, cleansers and insecticides, illiterate consumers are unable to read directions, safety instructions and warning labels. Clearly, illiterate consumers are at a disadvantage.

Government, businesses, and agencies provide a wealth of material to help citizens become more informed consumers. Yet, these materials are of limited use to a large portion of our population because functionally illiterate persons are unable to read and understand this information.

(Written by Sylvia Cuéllar)



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**"HOOKED ON PHONICS" EVALUATED**

"Hooked on Phonics" is a reading improvement program that is widely advertised on radio and television throughout the country. The various ads suggest that "Hooked on Phonics" can successfully teach reading to adult learners, young children, people with reading problems, and people learning English. Phonics instruction is defined as the teaching of basic phonetics (or speech sounds) and the written symbols (or letters of the alphabet) that represent speech sounds. After repeated inquiries from concerned members, the International Reading Association asked several prominent members of the reading education community to review the product, taking into consideration the claims being made in its advertisements.

They concluded that the claims are unreasonable in that the program does not stress reading for meaning, and it offers no form of feedback for the learner. Since phonics is but one element of reading instruction, it cannot produce a fluent reader on its own. Human interaction is a practical necessity for new readers. In fact, testimonial letters from parents and teachers indicated the program had been used in conjunction with individual tutoring or as part of a comprehensive reading program.

*Implications for Extension:*

As Extension personnel become more involved with literacy programs, it is important to realize that the recognition of letters and their corresponding sounds is an important part of literacy attainment. However, a person learning to read also requires feedback from a helper to correct misunderstandings, clarify puzzling concepts, affirm accurate responses, and praise accomplishments. "Hooked on Phonics" may be a helpful addition to a comprehensive reading program, but is not sufficient as a stand-alone product.

Source: The Bulletin. Newark, DE: International Reading Association, Summer 1991.

(Written by Sylvia Cuéllar)



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**"FILLERS"**

The amount of parental education, particularly that of the mother, is a strong factor in predicting the literacy proficiency of the children. The old adage, "By teaching the mother you will have taught the family," is the founding principle of family literacy programs across the country. In these programs, low-literacy parents come to school with their children to better their own literacy skills as well as to learn how to help their children learn to read.

###

What's it like to be illiterate? Those who cannot read cannot travel far from home because they can't read street signs. They have to guess what is inside the packages when grocery shopping, choosing those in glass containers because they can see what is inside, or relying on those with picture labels. They cannot read a restaurant menu, fill in a job application, open a bank account or vote. To be illiterate is to be the neglected, the ignored, the disenfranchised.
(Written by Sylvia Cuellar)



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**LITERACY HELPERS**

While there are a large number of literacy programs in Texas, many illiterate adults do not enroll. Several reasons for nonparticipation exist. Barriers to participation may include lack of transportation, lack of babysitting arrangements, and scheduling problems. In addition, illiterate adults may feel intimidated or uncomfortable by the school setting, the "stranger" who is tutoring, or the neighborhood in which the program is located.

Illiterate adults may feel more comfortable using informal literacy resource persons to interpret written materials which confront them in their daily lives. Most often these resource persons help one person needing assistance with a specific literacy task. Some examples include a neighbor who is asked to decipher a telephone bill, a rural postal clerk who is asked to read an arriving letter, a friend who is asked for help in filling out an income tax form, or a relative who is asked to help prepare for the written driver's exam. Some community helpers may form small informal groups of learners to help them in literacy training such as English lessons or Bible reading.

These helpers often have not had any formal training, do not rely on formally organized methods or materials, but are simply responding to an individual need or situation. Instances of these helping interactions are numerous. In nearly every community in the United States, individuals without appropriate literacy skills or knowledge usually find ways to manage, most often by getting help.

*Implications for Extension:*

If efforts to draw the target population (low-literate adults) into literacy training programs are not being successful, then another strategy might be helpful: target the illiterate person's helper. Through the media, public awareness programs can reach the helper, offering resources with which they can better help their neighbor or friend or relative with the critical reading tasks. These helpers may even decide to tutor others on a regular basis, or may encourage non-readers to enroll in literacy programs.

Source: Stephen M. Reder, Giving Literacy Away. Alternative Strategies for Increasing Adult Literacy Development, Training Capacity and Program Participation. Washington, DC: National Institute of Education, November, 1985. ERIC document ED253775.

(Written by Sylvia Cuéllar)



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**READING TO YOUR CHILD**

Whether we are a parent, a teacher, or a significant other doesn't matter. Children love to be read to. It is a special time for children when they climb up into a loved-one's lap and listen and watch wonderful stories unfold.

Reading to young children provides a head start for them when they start school. Children who have been read to understand what will be possible when they learn to read. Children's understanding of new words and experiences increase as they ask "What's that?" and "Why did that happen?" and their reader stops to explain.

It is never too soon or too late to read to children.
Here are some suggestions to get you started:

- ✓ Start before the child is a year old using simple picture books of animals, familiar things, Mother Goose rhymes and songs.
- ✓ Read a variety of books--traditional tales, modern fantasies, poetry and riddles. Get into the role by exaggerating facial and vocal expressions.
- ✓ Pause periodically and ask your child, "What do you think will happen next?", and "What would you do?" Similarly, take time out to answer your child's questions.
- ✓ Establish a special time to read. Just before bedtime provides a delightful way to end a busy day.
- ✓ Set aside 15 minutes a day to read to your children. With older children, you can take turns reading.
- ✓ Let your children get close to you when you read to them. Hold the book so they can see it.
- ✓ Ask your children to read to each other without you. This will encourage a quite and pleasant sharing event.

So, sit down and read to your children, not only to make them better readers, but also to share an adventure, to discover new lands, to tickle your fancy, and to share the laughter.

(Written by Sylvia Cuéllar)



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**INVOLVING COMMUNITY CHURCHES IN LITERACY EDUCATION**

The community church has played a vital role in the spread of literacy since The Reformation in 1518. Church-related educational programs pioneered the way for universal public education for children and youth. In the 20th century, church-based educators helped spark national and international adult literacy efforts. Two examples are Laubach Literacy International and Literacy Volunteers of America. Both organizations were started through missionary efforts to educate third world communities.

A 1991 Survey of 100 grass roots literacy programs conducted by the working committee on Literacy of the National Council of Churches indicated that only 2 percent of local churches are involved in literacy education. The same survey also showed that churches played a vital role in promoting adult literacy. Of the 100 independent grass root programs polled, two-thirds had been started by churches or by church leaders. Churches reported supporting all programs by providing space or financial support, recruiting tutors and by offering a range of other services.

The National Council of Churches survey, which underlines the importance of church support to local literacy efforts, suggests that increasing church involvement can make a profound impact in expanding services for adults who want to learn to read and write.

*Extension's Response* - As county agents become more involved in building literacy networks and coalitions, it is important to include representation from the community churches, particularly minority churches. These churches can offer a variety of support services to the local literacy program including space, telephone, photocopying, financial support, tutor recruitment and training, child care, transportation, and referral.

A teaching packet is available for churches entitled: **Literacy: A Vital Mission**, by Karen R. Norton. To obtain a copy of this packet write to:

*The New Readers Press*
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210
(800) 448-8878
cost: $6.00 plus 7% shipping and $3.00 handling

(Written by Peggy Owens)



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**Literacy Initiative Cumulative Update - January 1992**

The TAEX Literacy Initiative, as outlined in the "Statewide Initiatives of the 1991-94 Long Range Extension Program, White Papers," has three major components. These are literacy awareness, programmatic responses and cooperation and coordination with other state agencies and organizations. The following update outlines strategies and accomplishments in the effort to address these three components.

*Literacy Awareness*

- A research brief entitled "Dimensions of Illiteracy: A Texas Dilemma" was written and distributed to county Extension agents. This research review provides each county an overview of the problems that face Texas, ranked 47th among the states in literacy.

- A white paper was written and distributed to all Extension faculty outlining TAEX efforts to coordinate, collaborate and disseminate literacy information.

- An Extension Ad Hoc Task Force on Literacy was formed at the state level to help develop and direct literacy education programs at he county level. Task Force was made up of Extension faculty from across disciplines and administrative levels. Task Force also included representatives from Prairie View A&M 1980 Extension Program and the Texas Extension Homemakers Association. The Task Force was dissolved in November upon completion of its task.

- A literacy program guide was developed and distributed to all Extension faculty providing a resource for program development at the county level.

- Two fact sheets were drafted outlining the parameters of Family Literacy and Youth and Literacy initiatives.

*Cooperation and Coordination*

- State Extension faculty in home economics are working with the Texas Extension Homemakers Association (TEHA) in their State efforts to address illiteracy at the county level.

- Family Life Specialist (D. Welch), and Extension Associate for Literacy (S. Cuéllar) serve as advisors of the TEHA Family Life and Resources Committee. This committee planned a workshop for their members on literacy at their state conference held in September. Focus of the workshop "Literacy: It's Everybody's Business." The October-December issue of their state newsletter, The Messenger, contained four articles addressing literacy. Members are encouraged to contribute their time and efforts to address the illiteracy problem in our state. A resolution was passed committing the organization to help eradicate the illiteracy problem in the state.

- Extension Associate for Literacy (S. Cuellar) and chair of the Ad Hoc Committee on Literacy (P. Owens) addressed 2 TEHA district meetings on the literacy problems in Texas including the efforts TAEX has undertaken. Approximately 600 TEHA members attended these two meetings.

- Extension Associate for Literacy (S. Cuellar) works closely with the Texas Center for Adult Literacy and Learning at Texas A&M University (TAMU) in dissemination of literacy information, and providing updates and information of concern to Extension Agents at the county level.

- Ad Hoc Task Force on Literacy has worked cooperatively with the following agencies and organizations:
  - -Bryan Independent School District
  - -College Station Independent School District
  - -Literacy Volunteers of America
  - -National Center for Family Literacy
  - -Private Industry Council (PIC)
  - -Regional Education Service Centers (ESC)
  - -Texas A&I University
  - -Texas Agricultural Extension Service
  - -Texas Center for Adult Literacy and Learning (TCALL)
  - -Texas State Library
  - -Child Care Clearinghouse
  - -Houston I.S.D.
  - -local literacy councils
  - -Prairie View A&M University
  - -READ Commission of Houston
  - -Texas A&M College of Education
  - -Texas Adult Literacy La
  - -Texas Education Agency (TEA)
  - -Texas Literacy Council (TLC)

- Associate Professor and Literacy Initiative Team Leader (P. Owens) is working cooperatively with Texas A&I University to help plan and conduct a South Texas Literacy Conference targeted to serve providers of literacy education. "Family Literacy Conference--A Community Effort" is scheduled at Texas A&I University in cooperation with TAEX, Child Care Clearinghouse, Central Stream Migrant Education Program, Texas A&I University departments of Bilingual Education, Home Economics and Center for Continuing Education. Focus of the conference is addressing family literacy problems through networking, programs and projects, and research. The conference will be held February 28-29, 1992.

*Programmatic Responses*

- A project to review TAEX publications across program areas to assess their readability levels was undertaken. Results indicate that existing publications are at readability grade levels between 5-19. Recommendations for editing the publications to an appropriate level between grades 5-8 for low-literacy audiences were made. Seventy-six publications have been reviewed.

- "Unwriting Workshop" - A workshop was been presented, utilizing video and worksheet format, teaching Extension faculty how to "unwrite" and reword information for low-literacy audiences. The following groups have participated in the workshop: Home Economics faculty, 1890 Extension Communications faculty and the TAEX Ad Hoc Task Force on Literacy.

- Two leader training packets have been written targeted to Extension Homemaker Clubs. These packets approach literacy education at two levels. One packet entitled "Illiteracy In Texas: The Hard Facts" provides an awareness of the literacy problem in Texas. The second packet entitled "The Who, What, When, Where and How of a Community Literacy Effort" provides guidelines for forming community task forces or coalitions to address literacy.

- 4-H Reading Fest project for the 4-H Ambassadors program has been developed to support their efforts in community service. The Reading Fest is targeted to low-literacy elementary age children to encourage and promote the fun of reading.

- Home economics low-literacy materials were developed:

  -Project Home Safe publications for parents have been rewritten at a 5th-6th grade reading level. They have also been translated into Spanish for non-English speaking parents.

  -Child Safety Seat materials have been rewritten and flyers/bulletins redesigned to reach low-literacy parents with small children, to encourage use of child safety seat in automobiles.

- Town and Country Church Conference - Peggy Owens, Associate Professor and Literacy Initiative Team Leader, and Sylvia Cuéllar, Extension Associate - Literacy Education, presented a session on "Illiteracy in Texas--A Community Response." Materials were utilized from Literacy Laubach

International addressing the role of the church in literacy education.

- Agent materials were developed to help counties organize a local literacy program. "Building a Literacy Coalition" and "Literacy Programs: Guidelines for Utilizing Volunteers" provide support for local literacy task forces in identifying goals, targeting audiences, and outlining strategies for establishing a literacy program.

### *TAEX County Efforts in Literacy Education*

Here are some examples of what is currently being done in Texas by Extension faculty in the area of literacy:

- Sylvia Cuéllar, Extension Associate - Literacy, began working in the new position in January, 1991. She has assessed Extension materials for their readability level and has found them to be in the 5th-19th grade reading level. She assisted Extension Homemaker clubs, who have selected literacy as their focus for 1991, and is also working with 4-H specialists to incorporate literacy activities into their programs. Sylvia has written numerous news articles and fact sheets to bring about literacy awareness to Extension personnel. She is an active board member of the Literacy Volunteers of America - Brazos Valley and has completed their tutor training program. Sylvia and Peggy Owens are working with the College Station I.S.D. Head Start director to establish a family literacy program.

- Loretta Osburn, CEA for Brooks County, has worked with her literacy task force to form the Heart's Delight Literacy Council. Finding that 56% of the county adult population has less than an 11th grade education, the task force visited different literacy programs, invited speakers to address the issue, and found trainers who would instruct volunteer tutors. The Extension Homemakers covered the cost of the trainers, and in September, 1990, twenty people were trained. Edward Shell Memorial Library received money to purchase Laubach materials. Flyers and letters were distributed announcing the program and asking community organizations to sponsor the workbooks. The program currently has 10 students enrolled plus more on the waiting list.

- Connie Sheppard, CEA for Gonzalez County, began the process of forming a county-wide coalition to develop a family literacy program. She and representatives of the Gonzalez ISD attended a two-week training session at the National Center for Family Literacy in Kentucky and applied for a federal Even Start grant to establish a family literacy program.

- Joyce Carlen, CEA for Harris County, has established a literacy steering committee consisting of private literacy groups, colleges, libraries, and volunteers. In August, 1990, a literacy workshop was held to train volunteers, among which were 4-H Ambassadors and advisors. She would like to see Extension materials adjusted for low-literacy readers and distributed to literacy programs to be used as reading material.

- Dena Wise, CEA for Hardin County, has been involved with literacy efforts for five years. She also has received the National Center for Family Literacy training, and also applied for an Even Start grant to establish a family literacy program.

- Judy Beavers, CEA for Mills County, rallied community support for a local literacy program by speaking to members of the Lions Club. A local computer expert designed a special English as a Second Language computer program to be used in the program. Local businesses and agencies contributed materials, expertise, and support. The 4-H youth served as baby sitters for the project. For the second series, a Spanish as a Second Language program was incorporated. Seventeen Hispanics and six Anglos participated in classes. Skills in reading and conversation in English and Spanish were improved. Participants reported that their self esteem and confidence were increased by the new language and computer skills attained.

- Sandra Kunkel, CEA for Karnes County, organized a literacy council funded by the Texas Education

Agency. The coalition includes libraries, churches, schools, JTPA, and adult probation offices. The volunteer coordinator of the program operates from her home, and tutoring takes place in the libraries. Twenty learners have gone through the program since September of 1990.

- Cheryl Brewer, CEA for Van Zandt County, has presented awareness programming in literacy. She is in the process of forming a literacy coalition in her county. She is working with the University of Texas at Tyler in planning and organizing the coalition and tutor program. Cheryl has two volunteers ready to tutor when the program is organized. She has completed the LVA tutor training in order to be better prepared for working in the adult literacy area.

- Sandy Dennis, CEA for Polk County, is organizing a literacy task force. One of her Family Community Leader participants presented a session on being a literacy tutor at the Texas Extension Homemakers Association state conference. As a result of the workshop presentation, 18 persons requested more information on literacy tutoring. Sandy has identified literacy as her IMPAC area for the next three years.

- Kathy Smith, CEA for Burleson County, is planning a literacy awareness campaign in her county. She is planning public programs, new articles and other media efforts to promote interest in the illiteracy problem in her county.

- Joan Gillespie, CEA for Webb County, is working on a "Houshold Water Quality in South Texas Colonias" project which includes collecting samples from water stored in colonia homes, testing the water for contaminants, and developing an educational campaign to include electronic media and on-site information about safe and unsafe water storage practices. Information will meet the needs of an audience with diverse literacy levels and language preference.

- Edwin Bright, CEA for Dallas County, met with Mr. Frank Cortez, president of the Dallas Hispanic Chamber of Commerce, to discuss the low participation rate of Hispanic youth in 4-H programs. Mr. Cortez was given training in five short-term 4-H projects. He is now seeking adult leadership to begin work in 1992. The main purpose will be to expand youth involvement in 4-H activities to improve literacy and prevent gangs.

- Joan Gillespie, CEA for Webb County, developed a series of low-literacy parenting letters to include child development, communication, self-esteem, and guidance. The letter series was developed with teen parents in mind. Color, appropriate graphics and limited reading level were considerations. The letter series is culturally relevant for Hispanic teens. This letter series is a way of reaching a non-traditional (Hispanic teen parents) audience.

- Cheryl Schneider, CEA for Wilson County, together with the home economics committee, and the English as a Second Language (ESL) director and teacher felt that nutrition and literacy education would help Hispanic residents understanding good nutrition and diabetes. The county agent, dietician, and 4-H nutrition project members taught ESL students basic nutrition and guidelines to health and diabetes. By the third lesson of the series, students had changed their eating habits with new foods.

- Naomi Williams Hunt, CEA for Howard County, was asked by county commissioners to teach indigent health clients how to manage diabetes. A twice monthly workshop was taught in English and Spanish using multiple methods and hands-on activities due to literacy limits. In 1990 a 6-week short course was conducted for non-indigent diabetics, and in 1991 a support group was formed. Two sessions were held and lessons were presented in English and sign language for the deaf. Improvements were found in practices, knowledge, skills, and attitudes of participants.

- Sherry Jeanes, CEA for San Augustine County, in cooperation with San Augustine High School administrators and teachers, planned a four-part personal responsibility seminar to reach youth-at-risk and teenage parents. Statistics indicate 25% of the county's births are to girls ages 15-19. School officials reported that this compounds the problems of illiteracy, school drop-outs, and poverty. Two

sessions of the seminar were conducted with 20 youths attending each. Participants developed skills in responsibility, decision making, goal setting, and teenage parenting.

- Linda B. Sullivan, CEA for Kenedy/Kleberg Counties, noted that underachievers in elementary school often do not receive adequate help and encouragement from parents. This may be due to illiteracy, low income, lack of time or knowledge of general parenting. Linda taught life skills and nutrition on a monthly basis to 26 parents. The lessons helped improve parental skills and knowledge, and encouraged parents to adopt new parental practices.

- Clara Maynard, CEA for Bastrop County, served as chair of Save Tomorrow Community Task Force to address the areas of substance abuse, school dropout, teen pregnancy, juvenile crime, and illiteracy. As a result of task force efforts, better communication between school officials and students have been established. Community programs on gangs, cults, drugs, and alcohol have been planned.

- Rebecca Kimak, CEA for Brazos County and Richard Jahn, CEA for Colorado County are currently enrolled in a Family Literacy course for graduate students at Texas A&M University.

Program Guide
for
Literacy (EE)

**Situation:**

Texas is faced with alarming statistics related to the literacy of its citizens: 18% of adults have not completed the 8th grade, 36% of adults have not completed high school, 63% of AFDC payments are made to individuals who have not completed high school, and 85% of the inmates in Texas prisons have not completed high school. It is estimated that one in three adults cannot read, write or perform basic math skills well enough to be productive on the job. The increase of immigrants and minority populations (Asians, Hispanics, Afro-Americans) in our state compounds the literacy problem. A wide variety of agencies and organizations provide adult literacy services in Texas. However, in a survey conducted by the Texas Department of Commerce, no programs were reported in 76 (66%) of the 116 counties with populations less than 9,999, and 21 (39%) of the 54 counties with populations between 10,000 and 19,999. It is estimated that 75% to 80% of those citizens in need of literacy education are not being reached. (source: Texas Literacy Council Resource Guide, 1990)

Literacy is not only the ability to read and write but the possession of basic skills to function as a productive member of society. These fundamental skills are necessary to participate in the economic, political, social and cultural life of the community. Clearly, illiteracy creates barriers to participation. Literacy education for adults, families and at the workplace help break down the barriers that prevent many Texans from fully participating and taking advantage of the opportunities open to them.

The components to be addressed in this initiative include coordination and cooperation, adult literacy, family literacy, and youth literacy.

* **Coordination and Cooperation** A wide variety of agencies and organizations provide adult literacy services in Texas, especially in largely populated counties and communities. These include education cooperatives, school districts, libraries, civic organizations, private literacy programs, federal agencies and business and industry. Nonetheless, much needs to be done to encourage a cooperative effort between these service providers to address literacy at the local and state level and to stimulate literacy programs in sparsely populated counties.

* **Adult Literacy** Adult education programs are targeted to undereducated adults who may need the program for a variety of reasons. The adult illiterate may have dropped out of school, have a learning disability, need glasses or a hearing aid. He or she may have a physical or emotional disability that hampers learning. The adult illiterate may have had ineffective teachers or simply been unready to learn to read at the time reading instruction began. Whatever the reason, there are programs available to reach these adults (Facts on Illiteracy in America). Unfortunately, only about one-fourth of the population in need of literacy education is currently being served.

* **Family Literacy** A large majority of adults who lack basic literacy skills come from families lacking basic literacy skills. Parents who cannot provide adequate educational, economic, emotional, and social surroundings are at risk of perpetuating the cycle of "at risk" children. Conversely, children of parents who have a positive attitude toward education and have high achievement expectations tend to become higher achievers. It is clear that family literacy programs, where a parent and child share learning experiences and improve their literacy skills, can help break the cycle of intergenerational illiteracy.

* **Youth Literacy** For the first time in history, Texas youth are growing up less healthy and less prepared than their parents to become productive members of society. One out of three students in high school does not graduate. Eleventh graders score at or below the national average in reading and writing. Illiteracy rates are high among high school dropouts, especially among minority youth. Approximately one-half of all Hispanics, one third of all Blacks and one-quarter of all Anglos do not complete high school (Planning for a Literate Work Force, 1988). There are 80,000 dropouts from our public schools each year.

## Educational Response

I. Educational Objectives

A. Develop strong linkages with state and local literacy agencies and programs to facilitate the establishment of literacy coalitions in order to improve the delivery system of literacy programs to clientele.

B. Facilitate the establishment of training programs for literacy volunteers.

C. Facilitate the establishment of family literacy programs.

D. Facilitate the establishment of youth mentor and peer educator programs.

II. Potential target audiences

A. Literacy groups and organizations
B. Low-literate adults
C. Extension Homemaker Association members
D. Low-literate parents with young children
E. Child care providers
F. Human services agencies
G. Libraries
H. Public schools
I. Community colleges
J. Volunteers
K. Community leaders

L. General public
M. County youth (preschool through high school)
N. 4-H members
O. 4-H leaders
P. Other youth agencies and organizations

III. Practices recommended for adoption

A. Understand the severity of the illiteracy problem in Texas.
B. Identify types of adult literacy programs.
C. Identify the components of a family literacy program.
D. Become aware of those agencies that serve low-literacy audiences and address literacy issues
E. Cooperate and coordinate with literacy organizations
F. Coordinate with family oriented agencies and organizations in the development of a local family literacy initiative.
G. Volunteer involvement in a county literacy effort
H. Promote community service through the 4-H Ambassador program and other youth efforts.
I. Youth volunteer involvement in literacy efforts at the local level.

IV. Subject matter topics--teaching points

A. Dimension of illiteracy in Texas

1. Definitions of illiteracy
2. Scope of illiteracy
3. Illiteracy rates by geographic area
4. Illiteracy rates by ethnic/racial population
5. Economic effect of illiteracy on Texas citizens, government, and industry

B. Building coalitions

1. The effect of illiteracy on the community
2. How local, regional, and state organizations are trying to make an impact on illiteracy
3. Literacy program variations based on community need.
4. Profile of an adult illiterate
5. Reaching the low-literacy audience.
6. The roles groups, organizations and individuals perform in a community literacy effort.

C. Programs available for low-literate adults

1. Adult Basic Education (ABE)
2. General Education Development Certificate (GED)
3. English as a Second Language (ESL)
4. Amnesty Education for Eligible Legalized Aliens
5. Instruction for Homeless and Welfare Recipients (AFDC)
6. Instruction for Institutionalized Adults

D. Working with underemployed, low-literacy adults

1. Job search techniques
2. Preparing personal data sheets
3. Filling out applications
4. Reading work-related materials

E. Volunteer involvement

1. Adult literacy programs that utilize volunteers
2. Volunteer training to understand the adult learner
3. Roles and responsibilities of volunteers
4. Utilizing volunteers' skills and expertise
5. Volunteer recognition

F. Implementation of local literacy programs

1. Assessment of local needs
2. Identification of key community cooperators
3. Program management
4. Recruitment and retainment of students and tutors
5. Evaluation of program progress

G. Definitions of family literacy

H. Components of a family literacy program

1. Child/parent relationships
2. Self esteem (parent and child)
3. Balancing work and family
4. Career and life skills
5. Home/school relations
6. Discipline/Behavior management
7. Child growth and development
8. Adult education/literacy instruction
9. Parenting skills

I. Promoting family literacy

1. Types of family literacy programs
2. Coordinating program efforts among agencies and organizations
3. Strategies for marketing a family literacy program
4. Getting the community involved

J. Youth and literacy

1. Illiteracy statistics related to youth-at-risk
2. Reading to children, selecting appropriate material
3. Getting involved in the community, the youth perspective
4. How to be a youth mentor to children
5. Working with community leaders and volunteers

V. Program delivery strategies

A. Public awareness programs
B. Workshops and seminars
C. Leader training packets
D. Newsletter articles
E. Community forums
F. County literacy task forces
G. Program presentations
H. Media features
I. Tours and field trips
J. Resource persons
K. Special events and activities
L. Youth inservice workshop
M. Youth literacy task force
N. Youth internships with literacy organizations

VI. Accountability indicators

A. Number of public forums and community awareness programs
B. Literacy task forces organized
C. Community literacy coalition organized
D. Literacy councils organized
E. Number of literacy programs presented
F. Percentage of low-literacy adults reached from county literacy efforts
G. Number of low-literacy adults learning to read through participation in local literacy program
H. Number of media features
I. Family literacy task force established
J. Number of special events conducted by youth
K. Number of youth involved
L. Youth literacy task force established
M. Number of 4-H literacy projects initiated
N. Success stories reported

VII. Evaluation plan

A literacy report form will be developed by specialists and completed by county agents to determine the impact of program efforts. Report form will contain components from the accountability indicators in checklist and fill-in-the-blank format.

VIII. Programming resources

A. TAEX educational materials

1. Leader Training Packets

a. Illiteracy in Texas, the Hard Facts
b. The What, Who, When, Where, and How of a Community Literacy Effort

2. TAEX Research Review -- Dimensions of Illiteracy: A Texas Dilemma

3. Training manual and publications (L-2363, L-2364, L-2359, L-2360, L-2365, L-2366, L-2367, L-2368, L-2378, L-2380, L-2381, L-2382, and L-2383) -- Job Skills

4. Letter series -- Project Home Safe. (available in low-literacy version and Spanish version)

5. Flyer -- Precious Cargo. Child safety seat use pamphlet for low-literacy parents

6. 4-H Community Service Project guide -- Reading Fest

7. Handout - Literacy Factoids. Statistics on illiteracy in Texas

8. Literacy Quiz. Illiteracy in Texas. Do you know the facts?

B. TAEX resource persons

1. Extension Associate - Literacy Education
2. Extension Specialist -- Literacy Initiative Team Leader
3. Family Life Specialists
4. 4-H Specialists

C. Non-Extension resource persons, agencies, industries

1. Literacy Volunteers of America-Texas (LVA)
2. Texas Adult Literacy Laubach (TALL)
3. Texas Center for Adult Literacy and Learning (TCALL)
4. Texas Literacy Council
5. Texas Education Agency
6. Libraries
7. Adult Education Cooperatives
8. Community colleges
9. Local literacy councils
10. Texas Department of Human Services
11. School districts
12. Early childhood programs
13. Youth projects
14. Texas Education Agency

D. Non-Extension resource manuals (available from Extension Specialist)

1. Texas Literacy Council Resource Guide, Texas Literacy Council Texas Department of Commerce, 1990.

2. Helpful Hints for Literacy Programs Gathered From Far and Wide, Texas State Library. Library Development Division, March 1990.

3. Life-Coping Skills Series. Three-book adult reading series: Signs and labels; Facts and Sources; Forms and Messages. Steck-Vaughn

Company, Austin, Texas (Level 2-3).

4. Choices: An ESL Lifeskills Series for Adults. Three-book competency-based text: Consumer Sense; Families and Schools; and In Good Health. Contemporary Books, 1991.

5. Real-Life Reading. Three-book adult reading series: Finding a Job; Everyday People, Consumer Issues. Steck-Vaughn Company, Austin, Texas (Level 1-6)

6. Talk, Look, and Listen: the Family Literacy Project Curriculum. Travis County Adult Literacy Council, Austin, 1989.

7. National Center for Family Literacy Curriculum Guide. Louisville, Kentucky.

8. Intergenerational Literacy Model Project Handbook. El Paso Community College Literacy Program, 1990.

9. Making a Difference. Texas Education Agency.

10. Project FIFL: Family Initiative for English Literacy Handbook. El Paso Community College Literacy Program, 1991.

11. Reach Program Model: Coordinator and Volunteer Handbooks. Southwestern Bell, Inc. Little Rock, Arkansas.

12. Report on Literacy Services in Texas Public Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board, 1991.

13. Literacy: A Vital Mission. New Readers Press, Laubach Literacy International. Syracuse, New York.

14. LVA Management Handbook for Volunteer Programs

E. Newsletters

1. Notes from the Riverside. A free newsletter of the Adult Literacy Clearinghouse at the Texas Center for Adult Literacy and Learning. College of Education, Texas A&M University, College Station, Tx 77843

2. Connections (TAEX home economics newsletter)

3. News for You, New Readers Press, Laubach Literacy International.

4. Growing Together, Dunn and Hargitt, Inc. Lafayette, Indiana

5. National Center for Family Literacy, Louisville, Kentucky

F. Journal article -- Building Coalitions in Adult Literacy, by E. Askov and S. Sherow in Adult Learning, 1991.

G. Videotapes (available from Extension Specialist)

1. The Unwriting Workshop. A self-paced video instructional lesson providing guidelines for writing concisely. Worksheets are included.

2. From Birth to the Classroom. A video about families learning together. PLAN, Inc. Time: 12:17.

3. Reading Sets You Free. Older Americans describe their role as students and tutors in literacy programs. Innovative Media Corp. Time: 19:00

H. Books (available from Extension Specialist)

1. Simply Great Cooking Instructions, by C. Sesto, 1989.

2. Family Literacy in Action. A survey of successful programs. New Readers Press. New York.

3. Dropping Out or Hanging In. What you should know before dropping out of school. Duane Brown. VGM Career Horizons, NTC Publishing, 1990

4. Family Literacy and The School. How teachers can help. Panda Weinberg. New Readers Press

5. Parenting Series: Let's Work It Out. Topics for parents. Elizabeth Singer and Yvette Zgonie. Level 1: Reading Level 2-3, Level 2: Reading Level 4-6

6. Unfulfilled Expectations. Home and School Influences on Literacy. Research study. Snow, Barnes, Chandler, Goodman, and Hemphill. Harvard University Press, 1991.

7. 101 Word Games. McCallum. Oxford University Press, 1980.

8. Language Teaching Games and Contests. Lee. Oxford University Press, 1979.

9. Books from New Readers Press (written at 1-6 grade level)

   a. A Good Beginning: Enjoying Your Baby's First Year
   b. When a Baby is New
   c. As a Child Grows
   d. The Childbearing Year
   e. Coping with School
   f. Problem Solving
   g. Discipline

h. Role Models
i. Communication
j. Showing You Care
k. Family Crisis
l. Talking About Sex

10. Books from the National Council on the Aging, Inc.

a. Organizing a Literacy Program for Older Adults
b. Tutoring Older Adults in Literacy Programs
c. Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor

IX. Potential funding sources

1. United Way of Texas
2. Vista Literacy Corps
3. National Literacy Volunteers of America (LVA)
4. Gannett Foundation
5. Adult Education Act - Division of Adult and Literacy -Education
6. Job Training and Partnership Act
7. Bilingual Education Act
8. Library Services and Construction Act - Library Literacy Programs, Office of Educational Research and Improvement
9. Job Opportunities and Basic Skills Training Programs (JOBS)
10. Even Start - Compensatory Education Programs, U.S. Department of Education
11. Head Start - Division of Program Development, Administration for Children, Youth, and Families, Department of Health and Human Services
12. Carl Perkins Vocational Education Act - Consumer and Homemaker Division, U.S. Department of Education
13. Barbara Bush Foundation for Family Literacy
14. Coors Foundation for Family Literacy
15. Toyota Family Literacy Foundation
16. Compensatory Education Programs - U.S. Department of Education
17. Bilingual Education Act
18. The Wagner Peyser Discretionary Program

## CREATING PROGRAMS TO ADDRESS ISSUES

**ISSUE:** Life Quality of Texas Citizens **Initiative:** Literacy

**COMPONENTS:**
1. basic adult literacy skills
2. community involvement in addressing adult literacy
3. role and responsibilities of literacy volunteers

**INTERRELATED PROBLEMS:**

1A. Adult illiterates lack basic reading and writing skills

1B. Adult illiterates lack consumer and life skills needed to participate in the life of their community

2A. Adult literacy programs are lacking in rural communities

2B. Literacy education programs are not reaching those citizens in need

**ANNUAL GOALS (1991):**

1. Key community leaders will increase their awareness of the impact of illiteracy on their community
2. Community agencies/organizations and volunteers organize a literacy task force to assess local literacy needs
3. Adult illiterates will become more aware of community resources
4. Extension faculty will use low literacy materials where appropriate in programming

**FUTURE GOALS**

YR. 2. Community leaders and educators will develop strategies for implementing a local literacy program. Volunteers will be recruited.

YR. 3. Continue literacy program efforts

YR. 4. Assess literacy program effectiveness. Develop strategies for improvement

**AUDIENCES**

| | #1 Key Community Leaders | #2 Volunteers/Extension Homemakers | #3 |
|---|---|---|---|
| TEACHING POINT: | 1. Scope of illiteracy in the county or community<br>2. Profile of an adult illiterate<br>3. Programs available to low literate adults<br>4. The roles groups/organizations and individuals perform in a community literacy effort<br>5. Reaching the low literate adult<br>6. Assessing local needs | 1. Scope of illiteracy in the county<br>2. Profile of an adult illiterate<br>3. Utilizing volunteers in a community literacy effort<br>4. The roles and responsibilities of volunteers<br>5. Assessing the need for a local literacy program | |
| METHOD/ACTIVITY | **Community forum**<br>Media features<br>Workshops/seminars<br>Organizational meetings<br>Civic programs | **Leader training packets**<br>Media features<br>Workshops/seminars<br>EH task force on literacy | |
| ACCOUNTABILITY INDICATOR | Community leaders increase understanding of problem of illiteracy<br>Community literacy taskforce organized<br>Community literacy needs assessed<br>Literacy taskforce reports the development of strategies in implementing a community literacy program. Goals, objectives, timeline are outlined. | Volunteers gain knowledge of problem of illiteracy in county<br>Volunteers/EH members become members of community literacy taskforce<br>Volunteers/EH members trained as tutors<br>Percent of homemaker clubs reporting involvement in community literacy effort | |

**IMPACT ON ISSUE**

**TIMELINE - WHEN ARE YOU GOING TO DO WHAT**

## CREATING PROGRAMS TO ADDRESS ISSUES

**ISSUE:** Life Quality of Texas Citizens **Initiative:** Youth and Literacy

**COMPONENTS:** 1. Community youths serve as peer educators for at-risk youth
2. Community youths become more involved in literacy efforts for at-risk youth through special projects or programs

**INTERRELATED PROBLEMS:**

1A. At-risk youth have high incidence of dropout from school.

1B. Children who don't have basic developmental skills when entering school are 3 to 4 times more likely to dropout in later years, especially those living in poverty.

2A. Children learn more rapidly when they initiate the learning and are active participants in learning.

2B. Peer role models help encourage and promote success in school.

2C. Youth mentors and peer educators form a bond that can encourage school success and foster self-esteem and self-worth.

**ANNUAL GOALS (1991):**

1. 4-H members and other youths will form partnerships in the community to establish a literacy youth mentor or peer education program.
2. 4-H members and other youth organizations will coordinate a special youth literacy event.
3.
4.

**FUTURE GOALS**

YR. 2.

YR. 3.

YR. 4.

**AUDIENCES**

| | #1 4-H members/other youth organizations | #2 | #3 |
|---|---|---|---|
| TEACHING POINT: | 1. Illiteracy statistics for at-risk youth<br>2. Reading to children, selecting appropriate material<br>3. How to be a youth mentor to children and peers<br>4. Working with community leaders<br>5. How to organize and conduct a special event | | |
| METHOD/ACTIVITY | 1. **Workshop/seminar**<br>2. Youth Literacy Task Force<br>3. Media features<br>4. Literacy special events<br>5. School enrichment/afterschool events<br>6. Tutor training | | |
| ACCOUNTABILITY INDICATOR | 1. Number of youth involved in local literacy program<br>2. Number of at-risk youth reached by peers<br>3. Youth literacy task force established<br>4. Number of literacy special events conducted by youth<br>5. % of at-risk youth that stayed in school | | |

**IMPACT ON ISSUE**

DESIRED RESULTS --Community youth increase understanding of problem of illiteracy among at-risk youth
--Community youth become volunteers in local literacy program
--Community youth "adopt" a child or peer as a literacy mentor

## TIMELINE - WHEN ARE YOU GOING TO DO WHAT

## V. Coordination and Cooperation

**The Extension Associate - literacy education, and the Literacy Initiative Team Leader met with representatives from numerous agencies and organizations to discuss the literacy program. A list of these agencies/organizations is given.**

# Texas Agricultural Extension Service

## Coordination and Cooperation

During the 1991 program year, the literacy program worked with the following agencies/organizations.

American Association for Adult and Continuing Education (AAACE)
American Association of University Women
American Council on Education
American Society for Training and Development
Barbara Bush Foundation for Family Literacy
Bryan Independent School District
Child Care Clearinghouse of Corpus Christi
College Station Independent School District
Commission of Adult Basic Education (COABE)
Cooperative Extension Service in each state
Coors Foundation for Family Literacy
El Paso Community College
Extension Service-USDA
Ft. Valley State College
Houston Independent School District
Literacy Volunteers of America - Texas
Literacy Volunteers of America - Brazos Valley
local Literacy Councils
National Center for Family Literacy
Northeast Texas Community College
Prairie View A&M University
READ Commission of Houston
Regional Education Service Centers
Robstown Housing Authority
Rural Capital Area Private Industry Council
Temple University
Texas A&M College of Education
Texas A&I University
    Home Economics Department
    Continuing Education Department
    Migrant Education Department
Texas Adult Literacy Laubach
Texas Agricultural Extension Service
Texas Association for Continuing Adult Education
Texas Center for Adult Literacy and Learning (TCALL)
Texas Education Agency
Texas Extension Homemakers Association (TEHA)
Texas Higher Education Coordinating Board
Texas Literacy Council
Texas State Library
United States Department of Education
University of Missouri
Utah Valley Community College
Youth Development Information Center



Educational programs conducted by the Texas Agricultural Extension Service serve people of all ages regardless of socioeconomic level, race, color, sex, religion, handicap or national origin.
The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

## VI. Professional Development

**Numerous opportunities exist for those involved with literacy to gain and share knowledge and resources through attending and presenting at local, state, national, and international conferences. Extension literacy program staff were fortunate to be able to attend some very worthwhile conferences. Those attended are shown here. Also, the literacy initiative team leader is actively involved in the planning of the South Texas Literacy Conference to be held in February, 1992.**

TEXAS ASSOCIATION FOR CONTINUING
ADULT EDUCATION

*"Teach the Present:*
*Touch the Future"*

*ANNUAL CONFERENCE*
February 7 - 9
19[illegible]

Doubletree Hotel
Austin, Texas

## *FEBRUARY 8, 1991*
## *Friday*

### MORNING

| | | |
|---|---|---|
| 7:30 - 9:00 | TACAE Executive Board<br>**Linda Gibbs**<br>Breakfast Meeting | *de Witt South* |
| 7:30 - 1:00 | Exhibitors Set-up<br>**Maggie Cunningham** | *Pre-function Area* |
| 9:00 - 10:00 | TCAECD General Membership<br>**Maggie Cunningham**<br>Meeting (Co-op Directors) | *de Zavala* |
| 9:00 - 2:00 | **Registration** | *Pre-function Area* |
| 10:00 - 12:00 | Pre-conference Legislative Session<br>**Billy Watson/Linda Gibbs** | *de Zavala* |
| | Welcome Remarks<br>**Ms. Debbi Bailey**<br>Administrative Assistant Office of the Lt. Governor | |
| | Keynote Address<br>**Rep. Frank Madla** | |

### AFTERNOON

| | | |
|---|---|---|
| 12:00 - 1:00 | **Lunch on your own** | |
| 1:00 - 2:00 | GENERAL SESSION | *Phoenix Central* |
| | Keynote Address<br>Mr. John Corcoran | |
| 2:00 - 2:30 | EXHIBITORS' GRAND OPENING | *Pre-function Area* |
| 2:30 - 7:30 | Concurrent Sessions<br>Concurrent Workshops | |
| 6:00 - 8:00 | Hospitality Hour<br>*Sponsored by EDL* | *Austin* |





## *FEBRUARY 9, 1991*
## *Saturday*

### MORNING

| | | |
|---|---|---|
| 7:30 - 9:00 | COFFEE<br>*(Compliments of Josten Book Company)* | Pre-Function Area |
| 7:30 - 8:30 | **Registration** | Pre-Function Area |
| 8:30 - 11:20 | Concurrent Sessions<br>Concurrent Workshops | |
| 11:30 - 1:00 | Banquet Luncheon | |
| | Keynote Address<br>**Senator Carlos F. Truan** | |

*Welcome to the*

# Rural Capital Area
# Community Partnerships for Literacy

## Conference

March 7-8, 1991

Radisson Inn Round Rock
Round Rock, Texas

## Thursday, March 7, 1991

8:00am - 9:00am — REGISTRATION (Hotel Lobby)
Coffee served in Glen Haven I & II

9:15am 10:15am — WELCOME – Kathy Barrett, Executive Director RCAPIC

KEYNOTE ADDRESS – Dr. Paul Jurmo
(Glen Haven I & II)

10:15am - 10:30am * — BREAK (Restaurant-Lower Level)

10:30am - Noon — SESSION I – Concurrent Workshops

**Foundation Funding** – Boardroom South
**Family Literacy** – Boardroom North
**Creative Staffing** – Suite 320
**Utilizing The Media** – Sam Bass Room
**Student Recruiting** – Suite 220

Noon 1:30pm — LUNCH

1:30pm - 3:00pm — SESSION II – Concurrent Workshops

**Evaluating Literacy Program Performance** – Suite 220
**Volunteer Board Development** – Suite 320
**Grantwriting & Fundraising** – Boardroom North
**Assessing Literacy Level Students** – Sam Bass Room
**Workplace Literacy** – Boardroom South

3:00pm - 3:15pm — BREAK (Glen Haven I & II)

3:15pm - 4:45pm — SESSION III (Glen Haven I & II)

**Forming Partnerships & Collaborations** – Dr. Jurmo

6:30pm - 8:00pm — "Literacy Person of the Year" Awards Banquet
(Glen Haven I & II)

Guest Speaker – Dick Ellis, KVUE-TV 24 Austin

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* Courtesy of EDUCATIONAL DESIGN, INC.
** Courtesy of STECK-VAUGHN

## Friday, March 8, 1991

8:00am - 9:00am — NETWORKING BREAKFAST (Glen Haven I & II)

9:00am - 9:15am — BRIEFING SESSION (Glen Haven I & II)

9:15am - Noon — PLANNING LITERACY SERVICES BY COUNTY

**Bastrop** – Glen Haven I
**Williamson** – Glen Haven II
**Fayette** – Suite 220
**Lee** – Suite 220
**Caldwell** - Sam Bass Room
**Hays/Blanco** – Boardroom North
**Burnet/Llano** – Boardroom South

Noon - 1:30pm — LUNCH

1:30pm - 3:00pm — OPEN HOUSE – Round Rock Training Center
900 Round Rock Avenue, Suite 206
** Refreshments
*(free samples of materials from several leading publishers will be available)*

### Workshop Presenters

**Session I**

Foundation Funding: Adrian Fowler – Hogg Foundation
Family Literacy: Jeannette Watson – Texas Children's Commission/Mental Health Association
Jonathan Engle – San Marcos Public Library/10 County Co-op
Creative Staffing: Jerry Thompson – ACTION
Gene Spitzer – Green Thumb
Utilizing the Media: Wylie Gilmore – former Editor, *Round Rock Leader*
Student Recruiting: Mary Ella Wither – LVA Smithville

**Session II**

Evaluating Literacy Program Performance:
Barbara Roy, Literacy Council of Williamson County
Ann Lessem – RCAPIC
Volunteer Board Development:
Jerry Thompson – ACTION
Grantwriting & Fundraising:
Helen Gilmore – Literacy Council of Williamson County
Wallace Whittington – Literacy Council of Williamson County
Assessing Literacy Level Students:
Jacque Denyer – Texas Center for Adult Literacy and Learning/ Texas A&M University
Workplace Literacy: Karen Bush – North Harris County College

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# COABE CONNECTICUT '91

Commission on Adult Basic Education

presents

## FAMILY, WORKPLACE, AND COMMUNITY LITERACY

Featuring:

- Author of ROOTS, Alex Haley
- Education Editor of The New York Times, Edward Fiske
- Chair of Commission on the Skills of the American Workforce, Ira Magaziner

FINAL REGISTRATION INFORMATION!

Sign-up Now For The Most Important

Adult Education & Training National Conference of 1991!

COABEConnecticut'91 • April 9-13, 1991 • Hartford, CT

CEU Credits Available

# L.V.A.: BRAZOS VALLEY

*An Affiliate Member of Literacy Volunteers of America, Inc*

## Executive Committee

| | |
|---|---|
| President | Gary Norton |
| Executive Vice President | Ann Wiatt |
| Secretary | Demetra Greenwald |
| Treasurer | Ann McMullan |
| Vice President/Education | Bill Winkler |
| Vice President/Communications | Nancy Golsan |
| Vice President/Development | Diane Bowen |
| Vice President/Membership | Charles Zipp |

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Sylvia Cuellar

Wanda deGraffenried

Suzie Fagan

Helen Flynn

Loreen Garcia

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Melodee Hursey

Jill James

Linda Llamas

Joe Ogg - Student Rep

Victoria Quintero -Student Rep

Terese Shelton

Patti Urbina



P. O. BOX 5211 • BRYAN, TEXAS 77805 • 409/823-1999

LITERACY VOLUNTEERS OF AMERICA,BRAZOS VALLEY
1991 EXECUTIVE SPELLING BEE
COLLEGE STATION HILTON
April 23, 1991
11:30a.m. - 1:00 p.m.

| | |
|---|---|
| 11:30a.m. | Welcome and Introductions<br>Patti Urbina, President<br>LVA,Brazos Valley |
| | Lunch |
| 11:50 a.m. | Spelling Bee Rules<br>Peggy Owens<br>Vice-president for Communications<br>LVA, Brazos Valley |
| | Spelling Bee - Group I<br>Group II |
| 12:30 a.m. | Spelling Bee - Elimination Round<br>Guest Caller - Mary Mike Hatcher |
| 12:45 | Awards<br>Bethany Wilkes, Director<br>LVA, Brazos Valley |
| 1:00 p.m. | Adjourn |

# Executive Spelling Bee

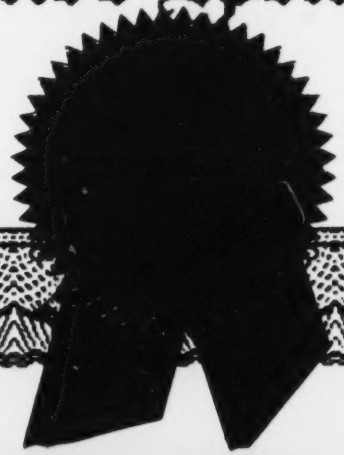
## Literacy Volunteers of America
## Brazos Valley

*extends appreciation and recognition to*

Sylvia Cuellar (Name) of Texas Agricultural Extension Service (Company)

*for enthusiastic participation in the*

## Executive Spelling Bee



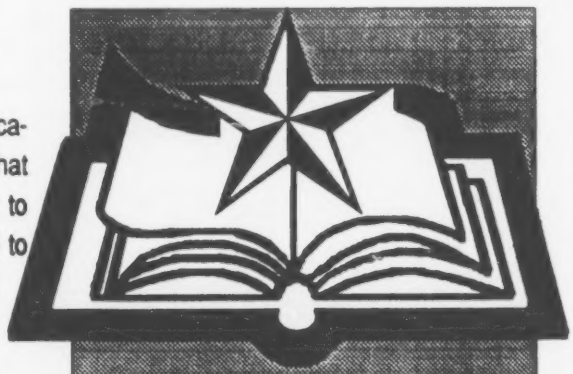
Bethany A. Wilkes
Director, Literacy Volunteers of America - Brazos Valley

April 23, 1991
Date

# Literacy Volunteers of America ★ Texas

## Welcome!

Literacy Volunteers of America-Texas (LVA-Texas) hopes that you will use this conference to expand your knowledge and to share your experiences with old and new friends. We thank you for what you give to your community as a volunteer, staff member, board member or student. You make the Lone Star state shine!



# LONE STAR LITERACY CONFERENCE PROGRAM

## Enjoy Austin

In addition to a wonderful conference planned for you, Austin and the surrounding "Hill Country" will keep you busy. See the State Capitol, University of Texas, numerous parks and museums, local music scene, restaurants, shopping centers and the surrounding lakes. Stay the weekend and enjoy!

## Speakers

**Mary Alice Cisneros**, keynote speaker, is the new chair of the Texas Literacy Council and has a history of civic and community involvement in San Antonio. **Cynthia W. Galvan** will deliver the featured address at the finale. She is Director of Volunteer Services at the Governor's Office, an organization that serves as a liaison with all volunteer agencies statewide.

## Exhibitors

▲ Jostens Learning Corp. ▲ National Textbook Co.
▲ Oxford University Press ▲ Steck-Vaughn Co.
▲ Literacy Volunteers of America

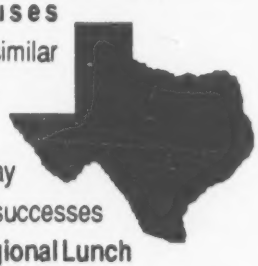
## Session Tracks

All workshop sessions are designed for suggested target audiences as follows:

- ◆ Administrative Staff and Volunteers
- ■ Tutors
- ✖ Board Members
- ● Students/Adult Learners

## Networking Caucuses

A big benefit of the conference is the opportunity to network with peers. To facilitate interaction between literacy programs, several organized **networking caucuses** are planned. Persons with similar roles within literacy programs may meet at the networking caucus session on Thursday afternoon to discuss similar successes and concerns. In addition, a **Regional Lunch Buffet** on Friday will provide the opportunity for participants to network with others from the same regions.



## Nametag Colors

Each participant is assigned a colored nametag representing their respective region of the state. Use these to find your table at the Regional Lunch Buffet on Friday and to network with others from your own region.

North Texas--**Blue** East Texas--**Green**
South Texas--**Orange** Central Texas--**Yellow**
West Texas--**Red**



Austin, Texas Red Lion Hotel August 1-2, 1991

# National Center for Family Literacy
## Implementation Training
## Tentative Agenda
## August 11-16, 1991

| | Morning 9:00-12:00 | Lunch | Afternoon 1:00-4:30 | Evening |
|---|---|---|---|---|
| Sunday August 11 | | | 4:00-5:00 Opening Session - Family Literacy: An Overview | 5:15-6:30 Begin with the End in Mind<br>6:30-7:30 Light Supper & Open House |
| Monday August 12 | Parent Group Dynamics | *On Your Own* | Parent Group Dynamics | 5:30-6:30 Reception Training Center & Enjoy Louisville! |
| Tuesday August 13 | Adult Ed:Assessment to Instruction/ Informal and Formal<br>Early Childhood: Overview of Curriculum &Creating an Active Learning Environment | *On Your Own* | Adult Ed:Assessment to Instruction (Continued)<br>Early Childhood: Daily Routine & Role of the Teacher | Optional Session: Computers & Intergenerational Activities (Hands-on session)<br>6:30-8:30 or Enjoy Louisville! |
| Wednesday August 14 | Healthy Families | *On Your Own* | Parent Support Components: PT & PACT | 6:30-8:30 Required Session: Key Experiences- Connecting Adult Ed & Early Childhood |
| Thursday August 15 | Adult Ed: Whole Language -Family Reading, Writing, and Problem Solving<br>Early Childhood: Small Group Time | *Special Lunch Meeting 12:30-1:45 Hyatt's Keeneland Suite* | Adult Ed: Whole Language -Family Reading, Writing, and Problem Solving (cont.)<br>Early Childhood:Using Assessment as a Planning Tool | Enjoy Louisville! |
| Friday August 16 | Recruitment & Retention | *On Your Own* 261 | Team Work: <u>The Success of Your Program Depends on This Session!</u><br>*Session ends at 3:00* | |

All training sessions plus the opening dinner will be held in the NCFL Training Center in the Galleria.

American Association for Adult

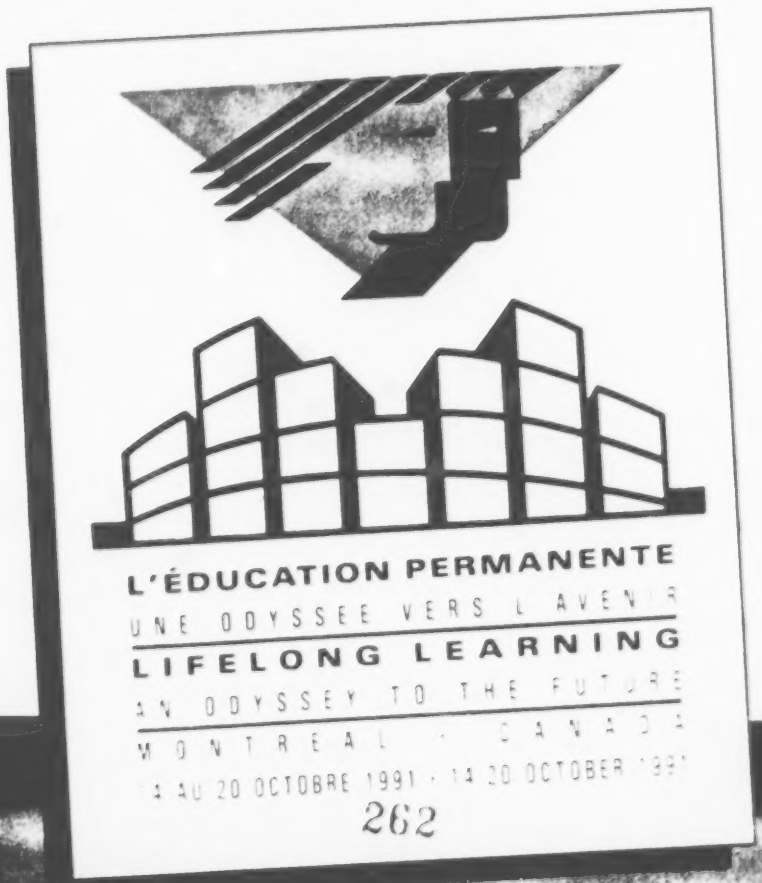
# 40th Annual Adult Education Conference

# 40e Congrès annuel sur l'éducation des adultes

October 15-18, 1991

15-18 octobre 1991

**Montréal**


L'ÉDUCATION PERMANENTE
UNE ODYSSEE VERS L AVENIR
LIFELONG LEARNING
AN ODYSSEY TO THE FUTURE
MONTREAL - CANADA
AU 20 OCTOBRE 1991 - 18 20 OCTOBER 1991

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**Self-Perceived Needs of ABE Students and Their Role in ABE Programming**

Marcia De Avila, Bryan ISD

Location : 409-A Presentation in English
1:00 - 2:00 Wednesday

The problem addressed in the study is that of incorporating student needs into ABE programming. It focuses on the role adult learners have in their own education.

**Literacy Initiatives of the Texas Agricultural Extension Service**

Sylvia Cuellar, TAES

Location : 409-B Presentation in English
1:00 - 2:00 Wednesday

TAES provides service to adults, youths and families. This is being carried out with the family in the home, through cooperative activities with the educational community, and in the workplace.

**Bringing Libraries to Learners: Using Telecommunications to Access Information**

Lowell Roberts, SUNY/Empire State College
Lora Montague, SUNY/Empire State College
Larry Greenberg, SUNY/Empire State College

Location : 409-C Presentation in English
1:00 - 2:00 Wednesday

This presentation will demonstrate and discuss software developed by SUNY/Empire State College that permits electronic access to library resources at any time and from any telephone.

**Extension's Global Evolution**

William M. Rivera, University of Maryland

Location : 410-A Presentation in English
1:00 - 2:00 Wednesday

To examine agricultural extension's institutional evolution and the forces for its change is to recognize a major development in non-formal education worldwide.

**Serving Adults with Disabilities in ABE/GED**

Jean H. Lowe, GED Testing Service
Joan A. Auchter, GED Testing Service

Location : 410-B Presentation in English
1:00 - 2:00 Wednesday

This session provides a forum to discuss the opportunities available through the GED testing program.

**Les besoins exprimés par des étudiants adultes et leur rôle dans le développement des programmes en formation continue**

Marcia De Avila, Bryan ISD

Local : 409-A Présentation en anglais
13:00 - 14:00 Mercredi

L'atelier portera sur l'intégration des besoins des étudiants dans le développement des programmes en formation continue. L'étude met l'accent sur le rôle que jouent les étudiants adultes dans leur propre formation.

**Les initiatives en alphabétisation du service de l'éducation permanente en agriculture du Texas**

Sylvia Cuellar, TAES

Local : 409-B Présentation en anglais
13:00 - 14:00 Mercredi

Ce service s'adresse aux adultes, aux jeunes et aux familles. Il est offert aux familles, à la maison, par le biais d'activités coopératives avec le milieu scolaire de même qu'en milieu de travail.

**Rendre les bibliothèques accessibles aux étudiants : les télécommunications et l'accès à l'information**

Lowell Roberts, SUNY/Empire State College
Lora Montague, SUNY/Empire State College
Larry Greenberg, SUNY/Empire State College

Local : 409-C Présentation en anglais
13:00 - 14:00 Mercredi

Présentation de logiciels mis au point par SUNY/Empire State College permettant l'accès électronique aux ressources des bibliothèques en tout temps par le biais d'un service téléphonique.

**L'évolution globale de la formation permanente**

William M. Rivera, University of Maryland

Local : 410-A Présentation en anglais
13:00 - 14:00 Mercredi

Analyser l'évolution de la formation continue en agriculture et les forces qui ont amené les changements, c'est reconnaître un développement majeur dans l'éducation non formelle à travers le monde.

**Le programme GED au service des étudiants adultes handicapés**

Jean H. Lowe, GED Testing Service
Joan A. Auchter, GED Testing Service

Local : 410-B Présentation en anglais
13:00 - 14:00 Mercredi

Cet atelier se veut un forum de discussion portant sur les possibilités qu'offre le programme d'examen du GED.

# Family Literacy Conference[1]

## -- A Community Effort

February 28-29, 1992
Student Union Building
Texas A&I University
Kingsville, Texas

Featuring:

* Friday Keynote -- Dr. Blandina Cardenas Ramirez
* Saturday Keynote -- Mrs. Maria Antonietta Berriozabal
* Thirty-two concurrent sessions from which to choose
* Exhibits
* Networking opportunities

This conference is designed for anyone involved in the literacy movement who wants to know more about recent initiatives and the best programs in family literacy.

*Please join us on the campus of Texas A&I University for what will prove to be one of the most informative conferences on family literacy this year.* *--Conference Steering Committee*

Mark your calendars now! Be sure you are part of what is happening in the family literacy effort.

For more information contact:
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FAX 409/845-6496

cc: Dr. Don Seaman
Texas Center for Adult Literacy and Learning
College of Education
Texas A&M University
College Station, Texas 77843-4222

NEWSLETTER RELEASE

**Family Literacy Conference -- A Community Effort**

February 28-29, 1992, at the Student Union Center on the campus of Texas A&I University in Kingsville, Texas.

Parents, especially mothers, have a strong influence on their children's attitude toward education. Unfortunately, a growing number of parents in Texas are unable to provide the educational support their children need to become successful students. Consequently, at least one-third of our children are at risk of school failure even before they enter kindergarten. There are 80,000 dropouts from our public schools each year.

This conference will bring together people who are interested in improving services to families affected by literacy problems. Participants will have the opportunity to select from among 32 workshops, view exhibits and network with professionals in the field.

The objectives of the conference are:

- To share successful strategies for addressing family literacy problems.
- To encourage networking among organizations to meet the needs of families in the area of literacy.
- To identify program development strategies and resources for family literacy projects.
- To promote regional collaboration and research among family literacy programs.

Keynote speakers:

- Dr. Blandina Cardenas Ramirez, director of Minority Teacher Recruitment, American Council on Education will be keynote speaker at the Friday luncheon.
- Mrs. Maria Antonietta Berriozabal, former San Antonio City Council Member, 1981-1991, will keynote the Saturday luncheon.

For registration and additional information contact:

Sue Brown, District Extension Director
Texas Agricultural Extension Service
Route 2, Box 589
Corpus Christi, TX 78410
512/265-9203

Sponsored by:

- Central Stream Migrant Education Program
- Child Care Clearinghouse
- Texas Agricultural Extension Service
- Texas A&I University
  - Department of Bilingual Education
  - Department of Home Economics
  - Center for Continuing Education

PRESS RELEASE

**Family Literacy Conference -- A Community Effort**

An alarming number of parents in Texas are unable to provide the educational support their children need to become successful students. Parents with low-literacy skills cannot read to their preschoolers, help their children with their homework, or read notes sent home from school. Consequently, at least one-third of our children are at risk of school failure even before they enter kindergarten. There are 80,000 dropouts from our public schools each year.

These are some of the problems participants will address when they gather on the campus of Texas A&I University in Kingsville on February 28-29, 1991, to attend the Family Literacy Conference -- A Community Effort. The conference is designed to bring together people who are interested in improving services to families affected by literacy problems.

Sue Brown, District Extension Director for the Texas Agricultural Extension Service, said the response from literacy and educational agencies has been overwhelming. "Participants will have thirty-two workshops from which to choose, numerous exhibits to view, knowledgeable professionals to network with, and exciting keynote speakers to listen to." Dr. Blandina Cardenas Ramirez, director of Minority Teacher Recruitment, American Council on Education, and Mrs. Maria Antonietta Berriozabal, former San Antonio City Council Member, will be the keynote speakers at the Friday and Saturday luncheons.

This cooperative effort is sponsored by the Central Stream Migrant Education Program, the Child Care Clearinghouse, Texas Agricultural Extension Service, and Texas A&I University departments of Bilingual Education, Home Economics, and Center for Continuing Education.

For registration and further information contact: Sue Brown, District Extension Director, Texas Agricultural Extension Service, Route 2, Box 589, Corpus Christi, TX 78410
(512) 265-9203

Center for Continuing Education
Texas A&I University
Campus Box 147
Kingsville, TX 78363

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# REGISTRATION FORM

**Family Literacy Conference–A Community Effort**
**February 28-29, 1992**
**Student Union Building**
**Texas A&I University**

Name (please print clearly):_____

Affiliation/Institution:_____

Address:_____ Phone (day):_____

City, state, zip:_____

*Please indicate registration choice:*

Pre-registration:
- ☐ Both days - $35.00
- ☐ Friday only - $25.00
- ☐ Saturday only - $25.00

Pre-registration includes scheduled meal functions and reception.

**NOTICE**

On site registration:
Both days - $50.00
Friday only - $30.00
Saturday only - $30.00
Meals not included

*Please make check payable to:* Family Literacy: South Texas Initiative

*Return form to:*
Sue Brown
Family Literacy: South Texas Initiative
Texas Agricultural Extension Service
Rt. 2, Box 589
Corpus Christi, TX 78410

CEU, PDU credits offered. AAT credits pending. Registration is transferrable but not refundable. Registration must be mailed by February 17, 1992.

*Please let us know who you are:*
- ☐ Program Administrator
- ☐ Adult Education Teacher
- ☐ Community volunteer
- ☐ Early Childhood Teacher
- ☐ Literacy organization member
- ☐ College/university affiliate
- ☐ Other:_____

**REGISTRATION NOTICE**

**Family Literacy:**
**South Texas Initiative**

# Family Literacy Conference--A Community Effort

February 28 - 29, 1992
Student Union Building
Texas A&I University
Kingsville, Texas

**Sponsored by:**

**CENTRAL STREAM MIGRANT EDUCATION PROGRAM**
**CHILD CARE CLEARINGHOUSE**
**TEXAS AGRICULTURAL EXTENSION SERVICE**
**TEXAS A&I UNIVERSITY**
- **DEPARTMENT OF BILINGUAL EDUCATION**
- **DEPARTMENT OF HOME ECONOMICS**
- **CENTER FOR CONTINUING EDUCATION**

**Objectives of the conference are:**

To share successful strategies for addressing family literacy problems.

To encourage networking among organizations to meet the needs of families in the area of literacy.

To identify program development strategies and resources for family literacy projects.

To promote regional collaboration and research among family literacy programs.

## Schedule of Events

*FRIDAY, FEBRUARY 28*

**9:30am-11:30am** Registration and exhibits

**11:30am-12:45pm** **LUNCH WITH KEYNOTE SPEAKER: DR. BLANDINA CARDENAS RAMIREZ**

**1:00pm-4:30pm** Concurrent Sessions I and II

*How to Organize and Fund a Family Literacy Program*
*Strengthening Family Literacy through Parenting Education*
*Networking a Community to Promote Literacy*
*Economic Impact of Illiteracy on a South Texas County*
*Family Involvement in Education*
*Follow-up Research on the Kenan Model for Family Literacy*
*Family Literacy: An Holistic Approach to Instruction*
*Family Reading: An Intergenerational Approach to Literacy*
*Teaching Baby to Read - A Developmental Approach*
*Building Family Literacy Coalitions*
*ARISE - Neighbor Helping Neighbor Learn English in the Neighborhood*
*Engaging the Learner - Family Style*

**5:00pm-7:00pm** Reception

*SATURDAY, FEBRUARY 29*

**7:30am** Registration
**7:30am-9:00am** Networking continental breakfast
**9:00am-11:45am** Concurrent Sessions III and IV

*Greenwood Branch Library's Read Aloud Project (RAP)*
*Parents in Education*
*Teaching Intergenerational Pre-Literacy ESL Using the Newspaper*
*Making Connections: An Intergenerational Literacy Program*
*Breaking the Cycle of Illiteracy*
*Family Involvement in Education for At-Risk Children and Parents*
*A Native Language Approach to ESL in Adult Literacy*
*Choosing Quality Books to Promote Literacy Skills in Children 0-5 Years*
*Educational Connection: Home, School, Community*
*An Interactive Family Literacy Model*
*Creating an Annual Financial Plan*
*The Olé Project: 4-H School Age Literacy Education for Hispanic Youth*

**11:45am-1:00pm** **LUNCH WITH KEYNOTE SPEAKER: MARIA ANTOINETTE BERRIOZABAL - Empowerment: The Wisdom Comes from the Community**

**1:00pm-2:30pm** Concurrent Session V

*The National Issues Forum - Literacy Enrichment*
*Literacy Programs in Senior Centers*
*Family/Intergenerational Literacy*
*Parenting Skills for Limited English Proficient Parents*
*We are Families*
*Literacy Learning in the Home*
*Whole Language Activities at Home*
*Child Care: Connecting with Families*

**2:45pm-4:00pm** Closing Session: **Communities Coming Together**

**For more information, contact:**

Sue Brown, District Extension Director
Texas Agricultural Extension Service
Route 2, Box 589
Corpus Christi, TX 78410
512-265-9203

**REGISTRATION FORM ENCLOSED**

## FEATURED SPEAKERS

Dr. Blandina Cardenas Ramirez
*Director of Minority Teacher Recruitment*
*American Council on Education*

Dr. Ramirez has been involved with minorities in education for twenty years. She is currently a commissioner for the U.S. Commission on Civil Rights. In the past, she has served as director of training and development at the Intercultural Development Research Association in San Antonio; as commissioner for the Administration for Children, Youth, and Families in Washington, DC; and as director of the Texas Migrant Educational Center in Austin. She has held fellowships from the Rockefeller and Ford foundations.

Maria Antonietta Berriozabal
*Former San Antonio City Council Member, 1981-1991*

Mrs. Berriozabal's 1991 campaign for Mayor of San Antonio focused on current issues, including investment in human capital as a major economic development thrust. She holds memberships on a variety of committees and commissions. She has received the Jesse Bernard Wise Woman Award from the Center for Women Policy Studies and was selected as one of "One Hundred Influentials" by *Hispanic Business* magazine in 1989. This fall Mrs. Berriozabal was awarded a fellowship at the Institute of Politics of the John F. Kennedy school of Government at Harvard University.

## Conference Purpose

This conference will bring together people who work in family literacy programs. You will have a chance to learn from each other and offer support in improving services to families affected by literacy problems. To help you in this process, presentations will come from all types of programs--large and small, urban and rural. These include:

*Central Stream Migrant Education Program*
*Child and Family Studies, Del Mar College*
*Corpus Christi Literacy Council*
*Houston Public Library*
*Intercultural Development Research Association*
*Literacy Advance - Houston*
*Literacy Council of Williamson County*
*North Harris College, Adult Education*
*Project ARISE, City of Pharr*
*Skills Connection - Austin*
*Texas A&I University*
*Texas Adult Literacy Laubach*
*Texas Agricultural Extension Service*
*Texas Center for Adult Literacy and Learning,*
*Texas A&M University*
*Texas Department on Aging*
*Texas Department of Human Services*
*Texas Education Agency, Division of Adult and Community Education*

## LODGING AND TRANSPORTATION

Motel 77 ($20/single-$28/double)
512-592-4322

Motel Carby ($20/single-$28/double)
512-592-5214

Sage ($23/single-$30/double)
512-592-4331

Motel "6" ($24/single-$31/double)
512-592-5106

HoJo ($33/single-$37/double)
512-592-6471

Econo Lodge ($42/single-$44/double)
512-592-5251

Best Western ($39/single-$47/double)
512-595-5657

Days Inn ($32/single-$45/double)
512-595-5753

Campus Housing
$12 plus $10 deposit
(Furnish own linens)
512-595-3419

Kingsville is approximately 33 miles from the Corpus Christi International Airport. Rental cars are available at the airport. Corpus is serviced by the following airlines:

•Southwest •American •Delta •Continental •Conquest